

Grey Court School Pupil Premium Strategy Statement : 2025-2028

This statement details our school's use of pupil premium 2023 to 2024 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 .

School overview 2025-2026

Detail	Data
School name	Grey Court School
Number of pupils in school	1285 (yr 7 - 11) + 346 (KS5) Total 1631
Proportion (%) of pupil premium eligible students	12.76 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years (2025- 2028)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Headteacher
Pupil premium lead	Vicki Price
Governor	Tony Karim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£203045

Part A: Pupil premium strategy plan

Statement of intent

Grey Court School is part of the Every Child, Every Day Academy Trust. Our core purpose is that every student, no matter what their background or disadvantage, is able to share in the success of the school. The school is driven by a culture of high aspiration and we are therefore committed to ensuring that all our students achieve their academic, social and career potential. It is this ethos which drives our focus and priority on disadvantaged students. Given that a large proportion of our intake has high prior attainment on entry and our proportion of disadvantaged students is relatively low, the strategic intent of our pupil premium plan is to ensure that this small group of students can access the opportunities and support available to their peers, thereby diminishing the differences between these two groups within the school.

The school recognises the devastating impact school closures have had on vulnerable and disadvantaged students and how these students have been disproportionately negatively affected by disruptions to education during the pandemic .

Our key areas of focus are :

- Quality First Teaching
- Access for all to online learning
- Tracking progress of disadvantaged students to identify those in need of academic support and intervention and putting appropriate plans in place
- Raising the attendance of vulnerable and disadvantaged students
- Developing resilience and positive mental health
- Engagement in the full life of the school and the vast array of clubs, activities, school trip and enrichment opportunities
- Students are able to move successfully on to the next phase.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students struggle to meet aspirational target grades compared to their non-disadvantaged peers
2	Impact of the pandemic eg lost learning, has been more significant for disadvantaged students
3	Reading and oracy skills which impact on their written and verbal communication
4	Poor numeracy skills in relation to non-disadvantaged students
5	Attendance
6	Disadvantaged students need to develop skills and resilience necessary to engage successfully at school and in the wider world
7	Engagement Students engage in the full life of the school thereby benefiting from the vast array of opportunities on offer and broadening cultural capital Parents engage with the school to support the progress and well-being of their children
8	Low aspiration
9	Lack of resources eg technology, books, and support with learning

Intended outcomes

This section explains the outcomes we are aiming to achieve by the end of the current strategy cycle and how success will be measured. Outcomes are reviewed termly through assessment, attendance data, student voice, and pastoral monitoring.

Intended outcome	Success criteria
<p>A higher proportion of disadvantaged students meet or exceed their aspirational target grades in comparison to previous years.</p>	<ul style="list-style-type: none"> ● End-of-year internal assessment data shows a reduction in the attainment gap between disadvantaged and non-disadvantaged students. ● GCSE and post-16 outcomes for disadvantaged students show sustained improvement year on year. ● Increased proportion of disadvantaged students achieving strong passes in English and Maths. <p>Challenges addressed: 1, 2, 3, 4</p>
<p>Attendance for disadvantaged students improves and the gap with non-disadvantaged students narrows.</p>	<ul style="list-style-type: none"> ● Overall attendance of disadvantaged students improves year on year. ● Reduction in the number of disadvantaged students classed as persistently absent. ● Improved punctuality and engagement for identified vulnerable students. <p>Challenges addressed: 5, 6, 8</p>
<p>Improved Literacy, Oracy and Numeracy Skills</p>	<ul style="list-style-type: none"> ● Reading ages and comprehension scores improve for identified disadvantaged students ● Increased confidence and participation in verbal classroom contributions, evidenced through learning walks and teacher assessment. ● Improved numeracy outcomes in internal assessments and examinations. <p>Challenges addressed: 3, 6, 8, 4, 1, 2</p>

<p>Disadvantaged and vulnerable students demonstrate improved resilience, confidence and engagement with learning.</p>	<ul style="list-style-type: none"> ● Student voice and wellbeing survey data show improved confidence, sense of belonging and readiness to learn. ● Reduced behaviour incidents and improved engagement for targeted students. ● Overall attendance of disadvantaged students improves year on year. ● Disadvantaged students are able to move successfully onto the next phase of their education. <p>Challenges addressed: 6, 8</p>
<p>Disadvantaged students access the wider life of the school and benefit from enrichment opportunities that broaden cultural capital.</p>	<ul style="list-style-type: none"> ● Participation rates of disadvantaged students in clubs, enrichment activities and school trips increase. ● Barriers to participation are identified and addressed on an individual basis. <p>In the first term of 2025-2026, there was a gap of 20% (68% compared to 88%) between disadvantaged students and non disadvantaged students participating in extra-curricular activities</p> <p>Challenges addressed: 7, 9</p>
<p>Parents and carers of disadvantaged students engage more positively and consistently with the school.</p>	<ul style="list-style-type: none"> ● Year-on-year increase in attendance of parents/carers at parent evenings and key school events. ● Improved communication and collaboration between families and the school to support learning, progress, behaviour, engagement and attendance. ● Positive feedback from parents regarding support offered. <p>Challenges addressed: 8, 9</p>
<p>Disadvantaged students successfully transition to the next phase of education, employment or training.</p>	<ul style="list-style-type: none"> ● High proportion of disadvantaged students progress to appropriate post-16, post-18 or employment destinations. ● Reduced risk of disadvantaged students becoming NEET. ● Positive destination data supported by careers guidance records. <p>Challenges addressed: 6, 7, 8</p>

Progress towards these outcomes is monitored through:

- assessment and attainment data;
- attendance and behaviour data;
- student voice and wellbeing surveys;
- parental engagement records.

Findings inform ongoing adjustments to provision to ensure strategies remain responsive and effective.

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: £93 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteacher i/c progress (£30 000)</p> <p>Rationale Targeted tracking, intervention planning and faculty-level accountability ensure disadvantaged students are identified early, supported appropriately and monitored to improve attainment and engagement.</p> <ul style="list-style-type: none"> - Disadvantaged student progress and engagement tracked and monitored - Raising standards meetings with Heads of Faculty - coaching of subject leaders in identifying students and developing strategies within their area to improve - monitoring that agreed actions are put in place and evaluated to ensure impact 	<p>Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys (Centre for Excellence and Outcomes in Children and Young People's Services 2011)</p>	<p>1 2 8</p>

<p>Linked Intended Outcomes:</p> <p>Outcome 1: Improved Academic Attainment</p> <p>Outcome 2: Improved Attendance</p> <p>Outcome 5: Improved Wellbeing, Resilience and Engagement</p>		
<p>Assistant Headteacher i/c Teaching and Learning (£30 000)</p> <p>Rationale: High-quality adaptive teaching disproportionately benefits disadvantaged students by improving access to learning, classroom participation and confidence. 48 disadvantaged students in the school are identified as having SEND.</p> <ul style="list-style-type: none"> - Lead CPD to support Quality First Teaching - Whole staff INSET on use of AI to support adaptive teaching - CPD on effective strategies to promote verbal contributions from all students in class discussions and group work. - Voluntary CPD programme delivered in-house - Teach Eat T&L breakfast club - Trust INSET day Feb 2026 	<p>Education Endowment Fund (EEF)</p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>‘For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning’.</p> <p>Investment at ‘ground level’ to ensure QF teaching.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p>

<p>Linked Intended Outcomes</p> <p>Outcome 1: Improved Academic Attainment Outcome 3: Improved Literacy, Oracy and Communication Outcome 4: Improved Numeracy Outcome 5: Improved Wellbeing, Resilience and Engagement</p>		
<p>Whole School Reading and Oracy Strategy (£3 000)</p> <p>The Library, Literacy, Key Stage 5 English, EPQ and Oxbridge will lead the reading for Pleasure and oracy strategy</p> <p>Rationale: Improving reading fluency, comprehension and oracy enables disadvantaged students to access the full curriculum and raise aspirations.</p> <p>Reading</p> <p>The school's reading strategy embeds a consistent, whole-school approach to developing reading for pleasure, academic literacy, and oracy. Students have structured opportunities for shared reading, reading aloud, and discussion across the curriculum, supported by library-led faculty focus months. Whole-school initiatives, including National Poetry Day, World Book Day, and the 2026 Year of Reading for Pleasure, alongside local and national competitions such as Battle of the Books, further promote</p>	<p>EEF</p> <ul style="list-style-type: none"> ● Oracy All Party Parliamentary Group (APPG) - oracy improves academic outcomes ● EEF +5 months ● Underpins language acquisition ● Supports wellbeing and confidence post-pandemic ● Access to employment and thriving beyond school ● Biggest language gap is among disadvantaged students ● Accelerated reader makes 3+ month progress for students and 5+ months for FSM students (EEF) ● The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. ● It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills. desire to engage with the text and enough challenges to improve reading comprehension. ● Effective diagnosis of reading 	<p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>8</p>

<p>reading as a social and academic experience.</p> <p>Transition and early engagement are supported through the Year 7 Big Read project, weekly reading lessons, and the Accelerated Reader programme in Years 7 and 8. Tutor time in KS3 and KS4 fosters shared and independent reading, while KS5 students follow an active reading programme to develop wider reading, note-taking, and independent research skills.</p> <p>High-quality resources, including library texts and the MASSOLIT subscription, enhance literacy across subjects. Targeted intervention programmes, informed by assessment, identify and support weaker readers, with trained staff delivering specialist programmes to ensure all students can access the curriculum effectively.</p> <p>Oracy</p> <ul style="list-style-type: none"> - Prioritise and raise the profile of oracy through debating clubs and house competitions and Oracy Day (November 2026) - Include an oracy effort grade on student reports - Accelerated reader programme for Y7 and Y8 Students. Working on how to talk about reading. - Developing Public Speaking skills in Disadvantaged Students (yr 9/10)- English Speaking Union Workshop and Jack Petchey Speak Out Challenge - Supporting disadvantaged students at KS5 in preparation for Oxbridge interviews. 	<p>difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.</p> <p>DoE The Reading Framework July 2023</p> <p>Teachers as Readers : Building Communities of Readers (Cremin et al., 2014).</p>	
<p>Programme to improve reading skills</p>		

<p>Linked Intended Outcomes:</p> <p>Outcome 1: Improved Academic Attainment Outcome 3: Improved Literacy, Oracy and Communication Outcome 6: Increased Access to Enrichment and Cultural Capital</p> <p>Lexia Literacy Strategy- Led by Deputy SENCO (£7000)</p> <p>Rationale: Targeted intervention addresses reading gaps which are a significant barrier to progress for disadvantaged students.</p> <ul style="list-style-type: none"> - Resourcing, staffing, timetabling and training to deliver programme <p>Linked Intended Outcomes:</p> <p>Outcome 1: Improved Academic Attainment Outcome 3: Improved Literacy, Oracy and Communication</p>	<p>consisting of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	
<p>Service Students EAL Leads (£2 000)</p> <p>Rationale: Support for EAL learners improves curriculum access, language acquisition and confidence.</p>	<p>(EEF)Support teachers and teaching assistants to identify practices which inhibit pupil learning and engage in effective alternatives.</p>	<p>1 3</p>

<p>- Train staff on developing strategies to support EAL learners in the classroom</p> <p>Linked Intended Outcomes</p> <p>Outcome 1: Improved Academic Attainment Outcome 3: Improved Literacy, Oracy and Communication</p>		
<p>Use of AI and new technologies (£2 000)</p> <p>Rationale: Adaptive technologies support personalised learning and reduce barriers caused by lack of resources or SEND-related needs.</p> <p>- CPD to support development of adaptive teaching techniques and resources for the classroom, thereby facilitating the progress of SEND students</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Attainment ● Outcome 3: Improved Literacy, Oracy and Communication 	<p>Digital technology can add up to 4+ months progress (EEF 2020)</p>	<p>1 2 3 9</p>

<p>Teacher-led CPD - (£2 000)</p> <p>Rationale: Targeted CPD improves classroom practice in ways that disproportionately benefit disadvantaged students.</p> <ul style="list-style-type: none"> - CPD credits to incentivise teachers and a broad range of Teacher-led CPD options available weekly, aimed at improving the quality of teaching and to foster curiosity and consistency. These include: <ul style="list-style-type: none"> - Voluntary CPD after school <ul style="list-style-type: none"> eg Using the Google suite Using ALPs to aid and accelerate Supporting EAL students - Voluntary Teach Eats - 10 minutes in the morning. <ul style="list-style-type: none"> eg Creating an inclusive curriculum Maintaining a consistent curriculum Curriculum aims and outcomes <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Attainment ● Outcome 3: Improved Literacy and Communication ● Outcome 4: Improved Numeracy 	<p>EEF</p> <ul style="list-style-type: none"> ● highlights that it is important to have an “effective teacher in the classroom and that every teacher is supported to keep improving.” ● ‘For poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning’ ● Investment at ‘ground level’ to ensure QF teaching. 	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p>
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<p>CPD - Mental Health Training (£2 000)</p> <p>Rationale: Staff are better equipped to identify and respond to mental health needs that act as barriers to attendance and learning.</p> <ul style="list-style-type: none"> - All staff to complete an online mental health training course so that they can identify students in need of further support and help remove barriers to learning <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 2: Improved Attendance ● Outcome 5: Improved Wellbeing, Resilience and Engagement 	<p>EEF removing social, emotional and behavioural barriers to learning can impact positively on academic progress by between 4 - 6 months.</p>	<p>5 6 8</p>
<p>CPD- Safeguarding (£5000)</p> <p>Rationale: Targeted safeguarding training supports early intervention for disadvantaged students experiencing trauma-related barriers to learning- eg behaviour and attendance</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 2: Improved Attendance ● Outcome 5: Improved Wellbeing, Resilience and Engagement ● 		

<p>Invest in additional staffing in Maths and English to sustain improved GCSE outcomes. (£10 000)</p> <p>Rationale: Smaller groups enable targeted support for students close to key thresholds.</p> <ul style="list-style-type: none"> - Curriculum Model includes a 5th set in KS4 for English and Maths classes <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Attainment ● Outcome 4: Improved Numeracy 	<p>By providing smaller groups particularly for those students on the threshold of grades 4 & 5, more individual and targeted support is possible.</p>	<p>1 2 3 4</p>
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Targeted academic support (for example tutoring, one-to-one support, structured interventions)

Budgeted cost: £57 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring (£44 000) One to one/small group tutoring in maths and English.</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Attainment ● Outcome 3: Improved Literacy ● Outcome 4: Improved Numeracy 	<p>Inequalities in access to tutoring is likely to widen the attainment gap between poorer students and their classmates(Sutton Trust).</p> <p>EEF Teaching and Learning Toolkit that highlights small-group tuition as an effective way of improving attainment. Impact 5 months' gain.</p>	<p>1 2 3 4 8 9</p>
<p>Student Support Centre - learning mentor (£6 000) Students who are struggling with their timetable, or who have poor mental health e.g. anxiety, are identified and allocated a mentoring slot in the restart centre supported by the school learning mentor.</p> <p>Linked Intended Outcomes:</p> <p>Outcome 2: Improved Attendance</p> <p>Outcome 5: Improved Wellbeing and Engagement</p>	<p>“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.</p>	<p>1 2 8 9</p>
<p>Resources e.g Devices, Wi-Fi, Revision Materials (£7 000) Provision of chrome books, wi-fi and revision guides as required.</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Attainment ● Outcome 6: Increased Access to Enrichment and Cultural Capital 	<p>Professor Becky Francis, Chief Executive of the Education Endowment Foundation: “School closures could have a potentially devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.”</p>	<p>1 2 7 9</p>

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

Budgeted cost: £53 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW -ERSA (£15 000) Emotionally Related School Avoidance (ERSA) programme to be led and implemented by the school FSW (Family Support Worker)</p> <ul style="list-style-type: none"> - Meet regularly with students and parents to remove barriers to attending school - Student voice to provide insight into issues and to form the basis of an action plan for each student to promote good attendance - Use of wellbeing cards to help students articulate their progress. <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 2: Improved Attendance ● Outcome 5: Improved Wellbeing and Engagement 	<p>Research shows that persistent absence from school is closely linked to lower levels of achievement. Reducing student absences will have a positive effect on achievement and is likely to reduce achievement gaps. Close monitoring of attendance and appropriate and timely intervention reduces the risk of long term or persistent absence.</p> <p>https://www.ucl.ac.uk/ioe/research-projects/2020/jul/school-absences-and-pupil-achievement</p> <p>DfE March 2025</p> <p>Reduced attendance following the pandemic continues to be a major challenge. Absence rates for all children increased post-pandemic, but more so for disadvantaged pupils. There are significant costs associated with poor attendance rates including lower attainment, reduced earning potential and poorer mental health and wellbeing.</p>	<p>5 7 8</p>

<p>Breakfast Club (£3000)</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 1: Improved Academic Outcomes ● Outcome 2: Improved Attendance ● Outcome 5: Improved Wellbeing and Engagement ● Outcome 7: Improved Engagement 	<p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Research suggests a correlation between school breakfast club provision and improved cognitive skills, test results, attendance, punctuality, relationships, and behaviour</p> <p>https://feedingbritain.org/wp-content/uploads/2020/05/A-Literature-Review-on-the-Effects-of-Breakfast-Consumption-and-School-Breakfast-Clubs-2-1.pdf</p>	
<p>Counsellor (£14 000)</p> <ul style="list-style-type: none"> - Students whose poor mental health is impacting on their wellbeing are identified and referred for a block of counselling with a specialist trained counsellor. <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 5: Improved Wellbeing, Resilience and Engagement ● Outcome 2: Improved Attendance 	<p>EEF</p> <p>Improving mental health raises self esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p>Giving students the emotional support to manage their emotions in school and build resilience is beneficial to students and can help remove the barriers to progress.</p>	<p>5</p> <p>6</p> <p>8</p>
<p>Pastoral and Safeguarding Officers (£10 000)</p> <p>Targeted work with students on attendance, mental health and wellbeing through one-to-one meetings with students, social skills groups and working with parents.</p> <p>Linked Intended Outcomes:</p> <ul style="list-style-type: none"> ● Outcome 2: Improved Attendance 	<p>EEF removing social, emotional and behavioural barriers to learning can impact positively on academic progress by between 4 - 6 months.</p> <p>Improving peer social interaction can have the most significant impact.</p>	<p>5</p> <p>6</p> <p>8</p> <p>9</p>

<ul style="list-style-type: none"> ● Outcome 5: Improved Wellbeing and Engagement 		
<p>Engagement (£11 000) Students -Disadvantaged students get priority places on school trips and school clubs - financial support as required.</p> <p>Linked Intended Outcomes:</p> <p>Outcome 6: Increased Access to Enrichment and Cultural Capital Outcome 8: Successful Progression to Next Stages</p>	<p>“Children’s cultural capital (including cultural participation, reading habits, and participation in extracurricular activities) has (mostly) positive effects on children’s reading recognition, reading comprehension, and maths test scores and has been shown to improve academic performance by 3 months (EEF). It also develops children’s skills and experiences required for success in the wider world.” Pierre Bourdieu, 1970</p> <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p> <p>https://www.understood.org/en/articles/brain-science-says-4-reasons-to-build-positive-relationships-with-students</p> <p>EEF ‘Levels of parental engagement are consistently associated with improved academic outcomes. Evidence suggests that effective parental</p>	<p>7 9</p>

<p>Parents</p> <ul style="list-style-type: none"> - Track attendance of parents at parent evenings - Communicate with hard to reach parents to ensure that they have made appointments - Follow up non attendance at parent evenings - Speak to parents about what would help them support learning and provide appropriate guidance and support. <ul style="list-style-type: none"> ● Outcome 7: Improved Parental Engagement ● Outcome 2: Improved Attendance 	<p>engagement can lead to learning gains of +3 months over the course of a year.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
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This mapping shows that:

- **Every PPG-funded activity addresses a defined barrier**
- **Every barrier links to a measurable outcome**
- **No spending sits outside the strategy**

Total budgeted cost: £ 203 000

Part B: Review of outcomes in the previous academic year (2024- 2025)

Pupil premium strategy outcomes

GCSE EXAM RESULTS : 2024-2025

KS4 Progress 8 score for disadvantaged pupils = +0.92 no national data for this academic year

KS4 A8 for disadvantaged pupils = 45.8 (National 34.9) All = 62.7% (National = 45.9)

English A8 for disadvantaged students = 9.7 (National 7.8) All = 13 (National 9.8)

Mathematics A8 for disadvantaged students =9.5 (National 6.9) All = 12.7 (National 9.1)

EBacc Disadvantaged students = 25% achieved standard pass at EBacc. (National data 13%)

A-LEVEL EXAM RESULTS

There were 12 Disadvantaged students in this Y13 cohort and they outperformed their non-disadvantaged peers. They took a wide range of subject combinations with half of them taking at least two BTEC subjects, a quarter on a fully vocational pathway but two of them excelled on a four A Level pathway. Two of the students also had an EHCP. This combination of factors, as well as the additional support and guidance provided likely explain these differences.

"Your school's excellent outcomes for disadvantaged pupils places it among the very best nationally."

BRIDGET PHILLIPSON, SECRETARY OF STATE FOR EDUCATION

KS3 IMPACT : IN-SCHOOL TUTORING

Mathematics : 700 hours of in school maths 1:1/ small group tutoring were delivered over the course of the year.

Year	No. students in receipt of tutoring	Percentage of students meeting aspirational expected end of Year grades	No PPG students	% PPG students meeting aspirational expected grades at the end of the Year
7	5	80%	29	76 %
8	8	25%	30	57%
9	20	1%	37	27%
10	31	37%	36	39%
11	16	31%	25	56%
Total	80	29%	157	50%

English

Year	No. students in receipt of tutoring	Percentage of students meeting aspirational expected end of Year grades
7	1	100%
8	4	75%
9	2	0%
10	7	29%
11	10	60%
Total	24	50%

ATTENDANCE

At the end of the reporting period in May 2025, the attendance of disadvantaged students increased from 91.82% (2023-2024) to 93.03% (2024-2025). The attendance for Grey Court disadvantaged students in 2024-2025 was higher than national attendance for **all** students (91.51%) and similar to the Richmond attendance for **all** students in 2024- 2025 (93.07%) The gap between the attendance of Grey Court disadvantaged students and non disadvantaged students has narrowed from 4.04% from in 2023-2024 to 2.07% in 2024-2025.

The school implemented a number of strategies to support and improve the attendance of Disadvantaged students including Attendance Focus weeks and tracking of specific disadvantaged students through the Gold Group Initiative. Students met regularly with the Family Support worker and achieved half termly rewards for sustained improvements and engagement. The SLT, SEN and Pastoral teams worked collaboratively with disadvantaged students over the course of the year to monitor and track attendance and offer regular mentoring /guidance.

Disadvantaged students remain a priority for the school with daily phone calls to follow up unexplained or prolonged absence plus targeted home visits to support families and students. The school continues to build relationships with families and offer regular meeting slots as well as providing families with opportunities to share concerns and worries. The use of Pastoral Support Plans has also offered a holistic approach of collaboration and support. The school also continues to work closely with external partners including Children's Services and The Virtual School at AfC and CAMHS where appropriate. Parents are regularly signposted to avenues of community support including parenting courses and workshops.

DESTINATIONS

Year 11

All disadvantaged students in post 16 education

Year 13

9 of the disadvantaged students have taken up places at University and 1 has started a higher level apprenticeship.

WELLBEING

97% of parents indicate in the 2025 parent survey that their child feels safe in this school. This is a 1% increase on last year.

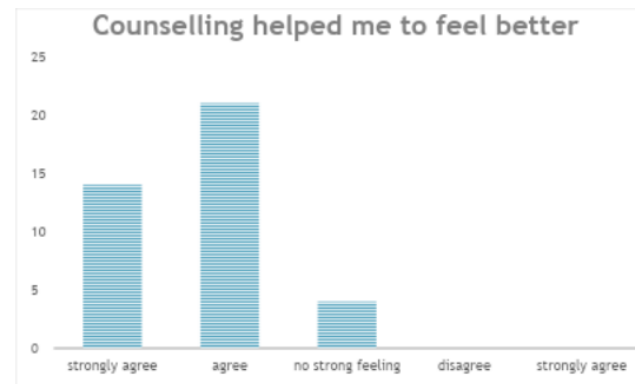
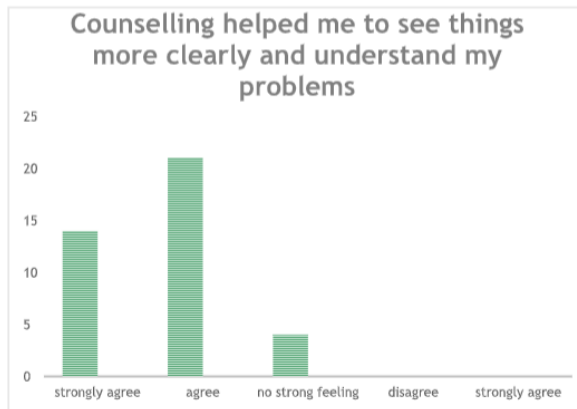
In the annual student survey 2024- 2025, 72% of disadvantaged students said that they have good emotional health compared to 77% of non-disadvantaged students. The vast majority report that they are able to receive support, when needed, with their emotional health (72% of disadvantaged students and 74% of non-disadvantaged students). 73% of disadvantaged students said that their teachers listen, which is in line with non disadvantaged students (76%). They are positive about this school and 82% of disadvantaged students confirm that they are pleased to be a student at Grey Court School.

COUNSELLING

48 students from Yr 7 - Yr 13 received counselling from the school counsellors over the academic year 2024- 2025.

92% of students said that they would recommend counselling to other students.

IMPACT:



ENGAGEMENT

72% of disadvantaged students took part in school extra curricular activities in the year 2024- 2025.. This is slightly down on previous figures, and there is a gap of about 10% between these students and their non disadvantaged peers.

Service pupil premium funding (optional)

Measure	Details
<p>There were 17 Service Children on roll in the 2024-2025 Census.</p> <p>The school will receive £6300.00 in funding to support these students.</p>	<p>Funding is used to contribute towards the costs of an EAL lead and newly appointed EAL co-ordinator whose role it is to support our cohort of armed forces students who attend the school for 1-2 years whilst their parents are posted to this area from abroad.</p> <p>In particular, they support their integration into the school system, provide small group English and literacy support, and are the key link with parents. liaising with teachers and pastoral staff if and when issues of concern are raised.</p> <p>Progress of these students is tracked and interventions are put in place as required.</p>

Review of Teaching Strategies Outlined in the 2024-2025 Statement

Outline of Strategy	Review
<p>Teacher-led CPD - (£2 000)</p> <ul style="list-style-type: none"> Peer-led development aimed at raising key pedagogic developments thereby improving the quality of teaching in the classroom. Teachers 	<p>The resulting discussions and analyses have significantly influenced classroom practices, fostering a collaborative and innovative teaching environment. By disseminating their findings to our wider departments and faculties by creating comprehensive summary sheets for all staff, the impact rippled across the entire</p>

<p>to identify areas to develop through research and provide literature to support the desire to continue developing</p> <ul style="list-style-type: none"> ● Books and articles ● Funded by school ● Delivery of short CPD sessions based on readings ● Teach Eats every half-term - 10 minute CPD> Topics include: <ul style="list-style-type: none"> -Effective Questioning in the classroom -Phone calls home to parents -Positively framing language - Data Analysis using Results Plus and My Data Insights tool 	<p>school community. Teachers gained valuable insights and practical strategies, enhancing their instructional methods and fostering a more inclusive and engaging learning atmosphere.</p> <p>The impact of these sessions are inclusivity and breaking down the barriers that PP students may face. Training on questioning, positive language, data, helps staff spot gaps quickly and respond in the moment. This is especially helpful for Pupil Premium students, as support, scaffolding, and feedback are built into lessons rather than relying on homework, tutoring, or support at home. Better use of data, stronger communication with families, staff notice patterns around attendance, engagement, and progress sooner. This means earlier intervention, more consistent high expectations, and less staff workload, freeing up time and energy to focus on Pupil Premium students who need it most.</p>
<p>Assistant Headteacher i/c Teaching and Learning (£30 000)</p> <ul style="list-style-type: none"> ● Lead CPD to support Quality First Teaching ● Whole staff INSET on Quality First Teaching to address SEN in class ● Voluntary CPD programme delivered in-house ● Teach Eat T&L breakfast club 	<p>The strategic leadership of Teaching and Learning ensured a coherent and sustained focus on Quality First Teaching across the school. Whole-staff and targeted CPD strengthened teachers' ability to meet the needs of SEN, EAL, and PPG students through adaptive teaching approaches. Specialist training (EAL, attachment awareness, ADHD) increased staff confidence and consistency in inclusive practice, leading to improved classroom engagement and learner support. The blend of whole-school INSET, voluntary CPD, and subject-specific MAT training enabled staff at all career stages to reflect on and refine their practice, embedding high-quality, evidence-informed teaching aligned with departmental and whole-school priorities.</p>
<p>Oracy Strategy (£7 000)</p> <p>Assistant Headteacher i/c Teaching and Learning will lead the oracy strategy</p>	<p>The implementation of the whole-school oracy strategy has strengthened students' confidence, articulation, and academic language across key stages. Staff training and the introduction of structured tools, such as Y7 Talk Tools, ensured consistent expectations for spoken language in classrooms. Enrichment opportunities, including debating clubs and external workshops (eg English Speaking Union, JackPetechey Speak Out, Thames Water Show Debate, extended oracy beyond</p>

	<p>lessons and raised student aspiration. Students who participated in these opportunities showed increased confidence and improvements in the ability to express their thoughts. Monitoring through learning walks and the inclusion of an oracy effort grade embedded accountability and reflective practice, enabling staff to evaluate and refine approaches. Overall, the strategy has improved verbal engagement, supported reading development, and enhanced students' ability to communicate effectively across the curriculum.</p>
<p>Reading for Pleasure Strategy</p>	<p>Staff knowledge of Young Adult (YA) literature has increased significantly, with staff actively engaging with texts from a wider and more diverse range of authors. There is now greater confidence and awareness of relevant YA texts, including those that link meaningfully to subject specialisms. Staff have developed a shared understanding of the term YA and many have built confidence and skill in reading aloud to students for enjoyment rather than instruction.</p> <p>This has led to a consistent and visible focus on reading for pleasure across the school. Year 9 students can clearly identify a weekly emphasis on reading for enjoyment, with tutors regularly modelling positive reading habits and discussing texts during tutor time. Survey data shows that 75% of staff now read aloud to their tutor groups and discuss reading at least fortnightly, with the same proportion reporting that they feel <i>extremely confident</i> in leading discussions about reading for pleasure.</p> <p>In addition, several tutors report that students are increasingly encouraged to read aloud to their peers, using shared extracts as a starting point for wider discussion about reading preferences and interests. This growing culture of shared reading is reflected in external validation, with Ofsted noting that <i>“the school promotes a love of reading with all pupils”</i>, demonstrating the positive impact of the strategy.</p>

Further information (optional)

- Y11 disadvantaged students are invited to before and after-school booster sessions, in subjects in which they are underachieving, run by class teachers.
- Y10 disadvantaged students are invited to participate in the King's College School aspirations programme aimed at encouraging them to aspire to Russell Group universities once they complete their A levels.
- Yr 9 disadvantaged students take part in weekly critical thinking and philosophy sessions run by King's College School.
- Careers advice and guidance: from Y9, disadvantaged students are targeted for one to one careers advice and guidance to try and prevent them from becoming NEET (Not in Education, Employment or Training).
- The school Family Support Worker is ERSA trained and engages PPG students in this programme to support them with in improving their attendance
- The Student Support Officers in each year group are ELSA trained and meet with targeted PPG students to support their wellbeing.
- Y7 disadvantaged and vulnerable students are invited to be part of the King's College School rugby mentoring programme
- Allotment Club - vulnerable and disadvantaged Y7s are invited to attend lunchtime allotment club to help support their wellbeing and behaviour.
- Breakfast Club - provides students with a positive environment to start their day, and ensures that they receive a healthy breakfast.
- Young carers are supported by the Director of Wellbeing
- Incentives and prizes awarded for improved and outstanding attendance.
- PPG students are supported financially as required to cover costs of theatre trips and other out of school activities
- Year 9 PPG students to attend an all day Developing Oracy Skills Workshop' at English Speaking Union - January 2024