

Grey Court School pupil premium strategy statement : 2022-2025

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 2023-2024

Detail	Data
School name	Grey Court School
Number of pupils in school	1605
Proportion (%) of pupil premium eligible pupils	11.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years (2022- 2025)
Date this statement was published	Dec 2023
Date on which it will be reviewed	Jan 2025
Statement authorised by	Headteacher
Pupil premium lead	Vicki Price
Governor	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163 530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19 250
Total budget for this academic year	£182 780

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 pupils.

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 in the full life of the school thereby benefiting from the vast array of opportunities on offer and broadening cultural capital
8	Low aspiration
9	Lack of resources eg technology, books, and support with learning

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
Higher proportion of PP students meet aspirational targets	End of year grades Grades achieved in public examinations
Improved attendance of PP students	End of year attendance data

Students in receipt of PPG and those who are vulnerable, including young carers, receive the required additional care, resources, academic and pastoral support and guidance they need	Improved attendance Meet target grades Student voice Scores on student wellbeing surveys Success in moving onto next phase of education as relevant
Engagement of disadvantaged students to increase over 3 years	The engagement register indicates that all disadvantaged students take part in at least 1 extra-curricular club/activity each year. Disadvantaged students take part in school activity days

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: £91 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher i/c progress (£30 000) <ul style="list-style-type: none"> - PP 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 	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) https://the-iee.org.uk/what-we-do/research/closing-the-gap/	1 2 8

<ul style="list-style-type: none"> - monitoring that agreed actions are put in place and evaluated to ensure impact 		
<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 - MATSET Feb 2023 	<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>Reading and Oracy Strategy (£15 000)</p> <p>The Library, Literacy, Key Stage 5 English, EPQ and Oxbridge will lead the reading and oracy strategy</p> <p>Reading</p> <ul style="list-style-type: none"> - Whole staff training on reading for pleasure and reading for purpose, including focus on the role of the teacher. - Open University KS3 Reading Schools Programme - Resources - Library books - Development of intervention programmes to support poor readers through assessment and identification of need. Training of staff to deliver specialist programmes. 	<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 	<p>1</p> <p>2</p> <p>3</p> <p>6</p> <p>8</p>

<p>Oracy</p> <ul style="list-style-type: none"> - Whole staff training on importance of oracy - Prioritise and raise the profile of oracy through debating clubs and house competitions and Oracy Day(November 2023) - Include an oracy effort grade on student reports (Autumn 2023) f - Accelerated reader programme for Y7 and Y8 Students - Developing Public Speaking skills in Disadvantaged Students (yr 9/10) 	<p>practise the skills. desire to engage with the text and enough challenges to improve reading comprehension.</p> <ul style="list-style-type: none"> ● Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific. <p>DoE The Reading Framework July 2023</p> <p>Teachers as Readers : Building Communities of Readers (Cremin et al., 2014).</p>	
<p>Development of use of technologies and blended learning to support progress (£3 000)</p>	<p>Digital technology can add up to 4+ months progress (EEF 2020)</p>	<p>1 2 9</p>
<p>Teacher-led CPD - (£1 000)</p> <ul style="list-style-type: none"> - CPD credits have been introduced to incentivise teachers and a broad range of Teacher-led CPD options are 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 eg Using the Google suite Using ALPs to aid and accelerate Supporting EAL students - Voluntary Teach Eats - 10 minutes in the morning. 	<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 2 3 4 6 8</p>

eg Creating an inclusive curriculum Maintaining a consistent curriculum Curriculum aims and outcomes		
CPD - Mental Health Training (£1 000) - 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	EEF removing social, emotional and behavioural barriers to learning can impact positively on academic progress by between 4 - 6 months.	5 6 8
Homework Club Staffing (£12 000) - Appoint and train a member of staff to run homework club after school, to support students in receipt of PPG	Homework has been shown to have a positive impact (ie increase in 5 months) on student progress at secondary school. EEF	1 2 6 8 9

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

Budgeted cost: £46 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
Tutoring (£30 000) One to one/small group tutoring in maths and English.	Inequalities in access to tutoring is likely to widen the attainment gap between poorer students and their classmates(Sutton Trust). EEF Teaching and Learning Toolkit that highlights small-group tuition as an effective way of improving attainment. Impact 5 months' gain.	1 2 3 4 8

		9
<p>Student Support Centre - learning mentor (£14 000)</p> <p>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>“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>	1 2 8 9
<p>Resources (£2 000)</p> <p>Provision of chrome books, wi-fi and revision guides as required.</p>	<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>	1 2 7 9

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

Budgeted cost: £46 000

Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>FSW (£15 000)</p> <p>Emotionally Related School Avoidance (ERSA) programme to be led and implemented by the school FSW (Family Support Worker)</p>	<p>DfE 2016</p> <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>	5 7 8

<ul style="list-style-type: none"> - Meet regularly with student 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>Counsellor (£15 000)</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>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>Student Support Officer (£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>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>
<p>Engagement (£6 000)</p> <p>Disadvantaged students get priority places on school trips and school clubs and receive financial contributions as required.</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.”</p> <p>Pierre Bourdieu, 1970</p> <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social)</p>	<p>7</p> <p>9</p>

	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.	
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Total budgeted cost: £ 182 780

Part B: Review of outcomes in the previous academic year (2022- 2023)

Pupil premium strategy outcomes

GCSE EXAM RESULTS

KS4 Progress 8 score for disadvantaged pupils = +0.15 (National -0.57)

KS4 APS for disadvantaged pupils = 52.5 (5.2) (National 34.9)

EBacc entry data for secondary schools

Disadvantaged students = 38% achieved standard pass at EBacc. (National data 13%)

Based on November 2023 predicted grades, GCSE outcomes for 2024 are in line with those of last year at this stage of the year,

A-LEVEL EXAM RESULTS

There were 10 Disadvantaged students in this Yr 13 cohort. Disadvantaged students outperformed their peers. The percentage of disadvantaged students in the mid PAG group is higher than the year group average at ~50% compared to ~33%. A Higher percentage of them took at least one BTEC 40% compared to 24%. This combination of factors, as well as the additional support and guidance provided likely explain these differences.

KS3 IMPACT : IN-SCHOOL TUTORING

Maths	<u>Number receiving one to one tutoring</u>	<u>Number meeting/ exceeding end of year aspirational target</u>
Year 7	13	7
Year 8	13	8
Year 9	11	2

	<u>Number receiving one to one tutoring</u>	<u>Number meeting/ exceeding end of year aspirational target</u>
Year 7	7	3
Year 8	5	2
Year 9	6	2

ATTENDANCE

The attendance of disadvantaged students increased from 93.92 % (2021-2022) to 94.66 % (2022-2023). The attendance for Grey Court disadvantaged students in 2022-2023 is higher than national attendance for all students (90.9%) and for Richmond attendance for all students in 2022- 2023 (91.9%). The gap between the attendance of Grey Court disadvantaged students and non disadvantaged students has reduced from 4.9% to 3.86 % in 2022-2023

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

In the annual student survey 2022- 2023, 70% of disadvantaged students said that they have good emotional health compared to 75% of non-disadvantaged students. The vast majority report that they receive support with their emotional health (74% of disadvantaged students and 72% 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 90% of disadvantaged students, compared to 88% of non-disadvantaged students, confirm that they would recommend Grey Court School to other students.

ENGAGEMENT

79% of disadvantaged students took part in extra curricular activities.

88% of all students took part in extra curricular activities

Service pupil premium funding (optional)

Measure	Details
<p>There were 9 services students on roll in the 2022-2023 Census.</p> <p>The school received £3015 in funding to support these students.</p>	<p>Funding is used to contribute towards the costs of an EAL coordinator 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, she supports their integration into the school system, provides small group English and literacy support, and is the key link with parents. liaising with teachers and pastoral staff if and when issues of concern are raised.</p>

Review of Teaching Strategies Outlined in the 2022-2023 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 to identify areas to develop through research and provide literature to support the desire to continue developing ● Theme for the year 'The Inclusive Classroom' ● Books and articles ● Funded by school ● Delivery of short CPD sessions based on readings 	<p>Our Teaching and Learning book club has proven to be a transformative platform for professional development. Each month, the group explored insightful literature, including titles like "The Inclusive Classroom" and "Retrieval Practice" by Kate Jones, as well as research papers. 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 school community. Teachers gained valuable insights and practical strategies, enhancing their instructional methods and fostering a more inclusive and engaging learning atmosphere. Ultimately, the positive changes initiated by the book club have translated into tangible benefits for our students, creating a dynamic and enriched educational experience that extends beyond the confines of the classroom.</p>
<p>Assistant Headteacher i/c Teaching and Learning (£30 000)</p>	<ul style="list-style-type: none"> ● supporting SEN + EAL students through adaptive teaching, ● AfC EAL specialist delivered training; attachment awareness training (relevant to many of our PPG students)

<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 	<ul style="list-style-type: none"> • ADHD embrace training. • variety of staff running ECT/voluntary sessions after school, e.g. delivering an outstanding lesson, building relationships, retrieval practice, imposter syndrome in early career teachers • Mini MAT INSET - subject specific online CPD sessions based on department priorities
<p>Oracy Strategy (£7 000) Assistant Headteacher i/c Teaching and Learning will lead the oracy strategy</p>	<ul style="list-style-type: none"> • Whole staff training on the importance of oracy and introduction to Y7 Talk Tools. • KS3 debating club delivered through English faculty • KS5 debating club competitions • Include an oracy effort grade on student reports • Accelerated reader programme for Y7 and Y8 Students • Climate walks/learning walks with a focus on verbal engagement, regular T&L tips delivered through staff briefing • LAMDA lessons for all Y7 VPA scholar, opened up to other years, PP students fully funded

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.
- 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, during which they receive help with their maths, followed by rugby training.
- Boxing mentoring - disadvantaged students who are struggling with behaviour, motivation and school, are offered the opportunity to have boxing mentoring which includes training and talking through their challenges with the coach.
- 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 an allocated student support officer.
- 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
- PPG students who are not engaging in the school's extra-curricular activities have a one to one discussion with SLT to try and direct them to a club or activity of interest.
- Year 9 PPG students to attend an all day Developing Oracy Skills Workshop' at English Speaking Union - January 2024