



## Pupil premium strategy statement – Sutton Grammar School

### What is Pupil Premium?

Pupil Premium is additional funding given to publicly-funded schools in England to raise the attainment and achievement of disadvantaged pupils, and close the gap between them and their peers. It is the school's responsibility to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual students in their care.

The school receives funding for students who fall into the following categories:

- pupils registered as eligible for free school meals, or eligible at any point in the past six years
- looked after children (LAC), or pupils who have been adopted from care
- pupils who are registered as a service child<sup>1</sup>

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	1035
Proportion (%) of pupil premium eligible pupils	2.6% (26 pupils in Years 7-11)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021

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<sup>1</sup> Students with a parent who: is serving in HM forces; or has retired on a pension from the Ministry of defence. It is not based on disadvantage. It is combined with pupil premium funding. We currently have no students who are registered as a service child.



Date on which it will be reviewed	December 2022
Statement authorised by	Ben Cloves, Headmaster
Pupil premium lead	Kate Ross, Deputy Head
Governor / Trustee lead	Felicity Alexander

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24 830
Recovery premium funding allocation this academic year	£6 000
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£30 830</b>

## PUPIL PREMIUM STRATEGY PLAN

### Statement of intent

Sutton Grammar School is committed to ensuring the all disadvantaged students are able to achieve outstanding outcomes and are not further disadvantaged by the impact of the pandemic. The school uses some of the funds to provide high quality teaching and continuous professional development for staff to ensure that there is an effective teacher at the front of every class. Funds are also allocated to targeted and individualised academic and pastoral support. In addition, some of the funds are used to ensure that our disadvantaged students are able to participate in all the extra-curricular and enrichment opportunities that the school has to offer such as music lessons, trips and activities. As the needs of every student differ greatly we work with each student and their family to identify what is the best support we can provide across the year.



## Challenges

Challenge number	Detail of challenge to address
1	To ensure quality first teaching across the school; and that outstanding lessons are delivered in every lesson, in every subject, by every teacher.
2	To ensure all staff are aware of the disadvantaged students in their classes/departments/year groups; monitor their progress and provide both academic and pastoral support and intervention when necessary
3	To ensure that all disadvantaged students have access to necessary course materials and revision materials; clubs and activities; educational trips and wider opportunities within their subjects.  To ensure all have access to quality work spaces, devices and the internet to complete IT based homework, classwork and revision activities (including access to the school's developing VLE)

## Intended Outcomes

Intended outcome	Success criteria
Disadvantaged students to achieve in line with their peers at GCSE and A Level; no attainment 'gap'.	GCSE and A Level outcomes 2022; ALPS data 2022
Disadvantaged students to engage in the full range of extra-curricular and enrichment opportunities provided by the school	Full participation in all clubs, activities, trips and other enrichment opportunities by our disadvantaged students
Disadvantaged students to have individualised academic and pastoral support throughout the academic year	Each student has had an individual action plan drawn up with agreed, individualised targets that are achieved across the academic year; individual, identified support accessed.
Teachers (including HODs and Hoys) are aware of and monitoring the progress of their disadvantaged students to ensure the best possible	GCSE and A Level outcomes for disadvantaged students



<b>outcomes for each student; including a successful transition to the next stage of their education</b>	Appropriate post-16 destinations; and appropriate 16-19 study programmes entered into.
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**ACTIVITY THIS ACADEMIC YEAR:** the below details how we intend to spend our pupil premium (and recovery premium) funding this academic year to address the challenges listed above

**TEACHING:**

**Budgeted cost: £13 000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
All staff to identify the PP students in their classes and track the progress of their PP students, putting in subject specific interventions where necessary, to support their attainment	Evidence to support the importance of schools focusing on the individual attainment of their disadvantaged students, not just 'narrowing the gap'; and using data to effectively identify students' learning needs:  <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf</a>  <a href="https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent.pdf">https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disad</a>	<b>2</b>

	<a href="#">vantaged pupils - briefing for school leaders.pdf</a>	
HoDs to track progress of PP students in their departments through report data, identifying appropriate strategies to support the reduction of any attainment gap if required	See above.	<b>2</b>
Promote and provide quality CPD (both internal and external) to all staff to improve teaching quality across the school; and to encourage the retention of outstanding staff	Evidence from across the English school system, including the Education Endowment Foundation (EEF), identifies high quality teaching as the most effective way to improve outcomes for disadvantaged students.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	<b>1</b>
To continue to develop the school's literacy strategy through the embedding of the new Literacy policy	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a>	<b>1</b>



## TARGETED ACADEMIC SUPPORT:

Budgeted cost: £7 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HoYs to monitor PP progress against Non PP progress, identifying issues with individuals and acting upon this information with individual support, structured interventions, and tutoring if required	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

## WIDER STRATEGIES:

Budgeted cost: £10 830

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop individual and bespoke pastoral support for PP students via the development of the remit of the Pastoral and Student Support Officer; including regular meetings with PP students and the PSSO to monitor well-being and progress; as well as review targets (see below). PSSO to work in conjunction with HOYs, HODs and other relevant staff.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>	2



<p>To develop the links between the school, students and parents, including annual meetings to monitor and assess progress as well as discuss opportunities and areas for development; individual action plans and targets drawn up from the meetings</p>	<p>Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies parental engagement as a key factor:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p><b>2/3</b></p>
<p>Provide access to the Pastoral and Student Support Officer, the school counsellor, Ed Psych and other trusted members of staff to help with issues that require further support</p>	<p>Public Health England research shows the link between young people’s mental health and well-being and academic achievement:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf</a></p>	<p><b>2</b></p>
<p>Developing a system to track which PP pupils are accessing extracurricular activities; to ensure full participation and support their involvement financially</p>	<p>The benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics identified:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p><b>3</b></p>

	<p>Evidence from case studies reflect the importance of cultural and arts opportunities to support the wider learning of Pupil Premium students and show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.</p> <p><a href="https://anewdirection.org.uk/research/pupil-premium-case-studies">https://anewdirection.org.uk/research/pupil-premium-case-studies</a></p>	
Explore opportunities for the funding of day trips to allow PP students and their families to access cultural heritage	See above.	<b>3</b>
To track attendance so there are no differences with Non PP attendance	<p>Regular attendance is fundamental to ensuring academic success:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf</a></p>	<b>2</b>
To continue to track PP students as they move into the Sixth Form; looking programmes of study undertaken; bursary support accessed; attendance data; aspirations of individual students; extra-curricular engagement and destination data.		<b>2</b>



## REVIEW OF LAST YEAR'S AIMS AND OUTCOMES 2020-21 (SBr)

Aim	Outcome
<p>Monitor academic progress and achievement for disadvantaged pupils.</p>	<p><b>Progress 8</b> There are no Progress 8 figures from the government database. The FFT data this year only includes 3 of the 6 Pupil Premium students in Y11. These 3 were the bottom 3 in terms of academic performance in the GCSE results. The other 3 Pupil Premium students gain GCSE grades that were music higher. Therefore we cannot measure Progress 8 fairly. Please see the comparisons for A8 &amp; KS4 APS that included all 6 pupil premium students.</p> <p><b>Attainment 8</b> The Attainment 8 Score showed a score of 82.5 for the PP students, which was significantly above the national average.  The PP A8 score of 82.5 compares with the whole school average points score of 82.0. This is 0.5 points above the whole School A8.</p> <p><b>Average Points Score</b> KS4 Average Points score for PP students: 8.0 APS compares with the whole school average of 7.87 APS. This is 0.13 points above the whole School APS.</p> <p><b>Internal Data from Grade Reports.</b> Internal Data throughout the year groups have shown no significant variation for pupil premium students' performance.</p>

<b>KS3 CAP (Current Academic performance Grade)</b>	<b>% O</b>	<b>% V</b>	<b>% G</b>	<b>% S</b>	<b>% P</b>
Y7 All (135)	11.1	34.7	49.5	4.2	0.4
<b>Y7 PP (7 pupils)</b>	13	33	50	3	1
Y8 All (135)	13.5	38.4	43.9	3.7	0.6
<b>Y8 PP (3 pupils)</b>	4.7	37.5	54.7	3.1	0.0
Y9 All (135)	14.3	35.0	44.4	5.2	1.0
<b>Y9 PP (2 pupils)</b>	0.0	37.5	59.4	3.1	0.0

<b>PG (Predicted Grades)</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>ALPS Score</b>
Y10 All (135)	37%	34%	20%	7%	1
<b>Y10 PP (8 pupils)</b>	24%	38%	18%	20%	1
Y11 All(135)	29%	34%	25%	9%	1
<b>Y11 PP (6 pupils)</b>	33%	35%	24%	9%	2

Consultation on Changes to Admissions Policy to recognise deprivation in SET Scores.

The changes to the Admissions Policy that recognise Social Deprivation have been agreed and passed by the Trust. Admissions Policy now active and applied. Same criteria applied to 2022E.