

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 child¹

This statement details our school's use of pupil premium 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	680
Proportion (%) of pupil premium eligible pupils	2.9% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-24
Date this statement was published	December 2023

¹ 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 2024
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	£18,630
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£18,630

PUPIL PREMIUM STRATEGY PLAN 2022-2024

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 in fulfilling their academic and individual potential by any underlying inequalities that might create obstacles to success. 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. To ensure that staff are supported in their own professional development in both their pedagogy and subject knowledge, and to support the most effective curriculum planning in support of high quality teaching and learning.
2	<p>To ensure all staff are aware of the disadvantaged students in their classes/departments/year groups; monitor their progress and attainment; and provide both academic and pastoral support and intervention when necessary so that students achieve in line with their peers.</p> <p>To ensure that any barriers to attainment, such as low attendance, behaviour, well-being, mental health and cultural capital, are identified and addressed.</p>
3	<p>To ensure that all disadvantaged students feel part of our school community and have equal access to all opportunities (e.g. co-curricular activities) and learning.</p> <p>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; and appropriate careers education and guidance. Support for school uniform and PE/Games kit.</p> <p>To ensure all have access to quality work spaces, technology, and the internet to complete IT based homework, classwork and revision activities (including access to the school's developing VLE)</p> <p>To ensure that links are developed between the school, the students and their families to allow full engagement with and support of their child's education.</p>

Intended Outcomes

Intended outcome	Success criteria
Provide a high quality and extensive CPD offer for staff	Staff are encouraged to engage in personalised CPD and provided with the support in terms of time, resources, and finances to continue their professional development. This can be through, for example, whole school INSET days, individually selected courses, support with national qualifications (e.g. NPQBL), and visits to other schools.
Disadvantaged students to achieve in line with their peers at GCSE and A Level; no attainment or progress 'gap' – Progress 8 and Attainment 8 figure for disadvantaged pupils in line with whole school Progress * and Attainment 8 All students achieve a 5+ in both maths and English at GCSE.	GCSE and A Level outcomes 2024; ALPS data 2024 All students achieve 5+ in maths and English at GCSE. Retention data; destination data.
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 outcomes for each student; including a successful transition to the next stage of their education	Lesson observations demonstrate that all staff are aware of their disadvantaged students and have any necessary provision in place. HOF and HOD department time, including meetings, review attainment and progress for disadvantaged students within their department/faculty.

	<p>HOYs show knowledge of their PP students and have active monitoring systems in place; as well as support and intervention strategies when necessary.</p> <p>GCSE and A Level outcomes for disadvantaged students show students achieve in line with their peers.</p> <p>Appropriate post-16 destinations; and appropriate 16-19 study programmes entered into, in line with the rest of the cohort</p>
Provide high quality careers and further education guidance to all students	Each student to have access to regular, impartial and high quality careers advice and guidance so they are aware of the opportunities and funding available to them beyond school; and are supported in applications for their next stage in education, training or employment.

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: £6 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	2

	<p>'narrowing the gap'; and using data to effectively identify students' learning needs:</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2015/06/Missing-Talent.pdf</p> <p>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</p>	
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.	2
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	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1

To continue to develop the school's literacy strategy through the embedding of the new Literacy policy; and the use of the New Group Reading Tests (NGRT) data which identifies those students who may need support with their reading, passage comprehension and vocabulary comprehension.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1
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TARGETED ACADEMIC SUPPORT:

Budgeted cost: £4 000

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 – in house or from an external provider	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Head of Maths and Head of English to review Key Stage 2 data and scaled scores of PP students entering in Year 7 to allow for targeted support to be put in place if necessary (e.g. literacy and numeracy interventions)	See above.	2

HOYs to track the attendance and behaviour of PP students through key data (e.g. attendance data; report data; SIMS behaviour data) and to put in intervention strategies to support any areas of need identified.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	2
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WIDER STRATEGIES:

Budgeted cost: £8 630

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.	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	2
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	Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies parental engagement as a key factor: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2/3
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	Public Health England research shows the link between young people's mental	2

	<p>health and well-being and academic achievement:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>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</p>	
Developing a system to track which PP pupils are accessing extracurricular activities; to ensure full participation and support their involvement financially	<p>The benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics identified:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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>	3

	https://anewdirection.org.uk/research/pupil-premium-case-studies Evidence for the benefit of physical activity and its benefits in terms of health, well-being and physical development; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Explore opportunities for the funding of day trips to allow PP students and their families to access cultural heritage	See above.	3
To track attendance so there are no differences with Non PP attendance	<p>Regular attendance is fundamental to ensuring academic success:</p> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf	2
To provide independent, high quality careers advice and guidance to PP students	High-quality careers guidance is vital to ensuring young people can access jobs that suit their talents and aspirations. This advice is particularly important for students from lower socioeconomic backgrounds, as they are less likely to have access to a wide range of knowledge and guidance from family and friends, or	3

	to have networks which provide an insight into a range of career options. https://www.suttontrust.com/our-research/paving-the-way/	
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.		2

REVIEW OF LAST YEAR'S AIMS AND OUTCOMES 2022-23

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
<u>None purchased</u>	

Measure	Details
Ensuring access to IT devices and wi-fi	The school provided IT support to ensure that all students were able to have access to devices at home and school to support them in the completion of work, homework and provide access to the VLE and other

	relevant online resources; thus supporting their academic progress. (e.g. the long term loan of laptops for the duration of the student's time at the school; and any repairs being undertaken by the school.)
Individualised support for students	Meetings were held with all PP students by the school's PSSOs (including students in the Sixth Form in receipt of the bursary to ensure continued support in post-16). Conversations with PP students created an individualised picture of need to enable the school to provide bespoke support– for example support to access LAMDA, music lessons, other extra-curricular clubs, tutoring, support to access education visits/trips with school. These conversations continue year on year and help provide ongoing, bespoke support for the PP students as they move through the school.
Engaging parents	<p>All PP parents were contacted by the school's PSSO to discuss what support/further support the school may be able to offer to enhance their sons' learning. Outcomes of some conversations was to offer chrome books/laptops on long term loan, to buy basic material such as pencil case items and text books and to raise awareness of support that can be offered when applying to go on trips.</p> <p>Other support offered was signposting particularly to charitable organisations that offer benefits advice/checkers and to discuss FSM eligibility.</p> <p>Established a point of contact in school for parents if they felt they needed financial or wellbeing support pertaining to their son's education/wellbeing including accessing family education visits.</p> <p>For parents of students in Years 8-11, this continued to develop the relationship between school and parents to help support parental engagement.</p> <p>The parent section of the school website is being continuously updated and shared with parents.</p> <p>The school uses a local interpreting service when necessary to ensure that communication with parents/carers is effective and that they are able to engage fully with the school and their child's education.</p>
Provision of 1:1 academic support	The school provided specialist 1-1 support, small group support and mentoring for targeted PP students where an additional need was identified during the year. This included 1-1 revision and organisational support (provided by the Pastoral Team) as well as academic support.
Provision of mental health and well-being support	The school provided specialist pastoral support for individual students identified as benefiting from this; this included sessions with the Educational Psychologist, ELSA sessions and sessions with the CAMHS Well-Being Practitioner.
Extra-curricular support	We contributed towards the provision of co-curricular opportunities for PP students. This included for example support to access LAMDA, music lessons, and other extra-curricular clubs, in order to increase cultural capital amongst students.
Extended library hours until 5.30pm	The library opening hours were extended until 5.30pm every day as a quiet study space for study, revision and independent work; and providing increased access to the resources here, including the computers.

Contributions towards school trips	We supported PP students in taking part in curriculum-based trips to support their learning, increase cultural capital and counter disadvantage from their family's financial background. This year this has included paying fully for residential trips for PP students; and from January 2024 all curriculum day trips will be provided at no cost to PP students.
Contributions towards school uniform	Supporting the families of Year 6's transitioning to Year 7 this year who were eligible for PP funding towards the cost of the new uniform and sports kit. All Yr. 9 students transitioning to Yr. 10 were offered financial support to buy their new blazer (4 Year 9 students last year had a black blazer bought for them via this directed support).
Attendance tracking	Monitoring of PP students' attendance data by HOYs and in Targeted Support Meetings with our link Educational Welfare Officer from the borough to ensure that all students have regular attendance at school (see attendance data below).

ATTENDANCE DATE 2022-23

Whole school attendance: 92.5%²

Pupil premium student attendance: 94.2%

GCSE EXAMINATION RESULTS 2023

Progress 8 score

This score shows how much progress pupils at the school made across 8 qualifications between the end of key stage 2 and the end of key stage 4³.

Whole school P8: 0.82

Disadvantaged pupils P8: 0.78

Local authority average: 0.51

England average: -0.03

² These figures include Year 11 study leave within overall absence figure.

³ A score above zero means pupils made more progress, on average, than pupils across England who got similar results at the end of key stage 2.



Grade 5 or above in English and maths GCSEs

100% of students at the school achieved a grade 5 or above in English and maths GCSEs.

Local authority average: 69%

England average: 45%

Attainment 8 score

This score shows how well pupils have performed across their highest 8 GCSE qualifications⁴.

Whole school A8: 79

Disadvantaged pupils A8: 81

Local authority average: 59.8

England average: 46.2

Destination data

100% of pupils stayed in education after finishing key stage 4.

Local authority average: 97%

England average: 94%

⁴ In the calculation, maths and English are double weighted.