



SIMON LANGTON
Grammar School for Boys

Pupil Premium Strategy Statement 2022-23

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1270
Proportion (%) of pupil premium eligible pupils	55 (4%)
Academic year	2022/23
Date this statement was published	Oct 2022
Date on which it will be reviewed	Oct 2022
Statement authorised by	
Pupil premium lead	Matthew Tithecott
Governor / Trustee lead	Francis Rehal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,525
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

- To close the GCSE attainment gap in Maths, English and Science that exists between disadvantaged pupils and their peers.
- Enable disadvantaged students to experience a range of extra-curricular activities, in line with their peers.
- To use the pupil premium fund to enable all disadvantaged students to be able to experience a similar offer to their peers, both inside and outside of school. In spite of the financial constraints their families maybe under.

Challenges (for Students eligible for PP)		
In-school challenges		
1	Lower literacy skills	
2.	Low self-esteem and engagement	
3.	Lower parental engagement .	
4.	Lack of equipment and/resources.	
5.	Difficulty in engaging in enrichment activities due finance.	
6.	Lower aspirations	
External challenges		
7.	Lower attendance	
8.	Lower engagement in homework/home study/self-study	
9.	Lower aspirations of students and parents	
10.	Lack of study space or positive working environment	
Intended outcomes		Success criteria
A.	Improve Year 11 Outcomes in Maths	Gap narrows between PP and Non-PP
B.	Improve Year 11 Outcomes in English	Gap narrows between PP and Non-PP

C.	Improve Year 11 Outcomes in Science	Gap narrows between PP and Non-PP
D.	To stretch and challenge all disadvantaged students irrespective of ability	All Student Premium students attend support sessions to maximise their potential
E.	To raise reading and literacy standards of students at KS3	Reading intervention and use of KS3 Lit intervention to raise the reading ages of PP students to access the curriculum
F.	Raise aspirations for students of all year groups	Increased % of PP students aspiring to further education and apprenticeships. Students are aware of opportunities available to them and believe they can reach their goals.
G.	Improve number of 5 passes including English and Maths	Gap narrows between PP and Non-PP

Activity in this academic year

Academic Year	2022-23
The three headings below enable school to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Teaching

Budget cost: £1,000

Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Challenge Numbers Addressed
The attainment gap between those on the lowest income and their peers is eradicated.	Overview of Pupil Premium strategic approach including effective delivery of T&L to all Pupil Premium Students irrespective of their ability or starting point	No Sutton trust research base. However, offering high quality strategic/leadership time to develop and improve our Pupil Premium strategy is essential to ensure we are fully compliant and have the very latest evidence-based	This will be an integral element of whole school Wellbeing and academic mentoring. Arrangements, work scrutiny, data challenge meetings and data analysis at all levels. Strategies will be	SMT (KM, DJW, SP, JE, LS & T)	55 students

		approaches available to our students and staff.	employed in response to all information gathered.		
Quality of T&L improves across the whole school.	Staff CPD training Further development of the schools coaching model	High quality teaching: 'Using the Pupil Premium funding to improve identified CPD to improve teaching quality first teaching, which benefits all for students including those identified disadvantaged students'(The EEF guide to the Pupil Premium)	All staff to be invested in improving the quality of teaching and learning. Supportive working groups will facilitate this strategy. This will impact on the effectiveness of all teaching and learning at our school.	Assistant Head teacher (T & L) LS	55 students
All student's ability to learn is improved	Learning to Learn (Metacognition), teachers will lead on this in their specific classrooms, with the regular training given.	Sutton Trust EEF toolkit Metacognition: High impact for low cost based on extensive evidence. +8months	LS will lead the delivery of learning to learn course to all teachers. CPD	Assistant Head teacher (T & L) LS	55 students
Quality of T&L in English evolves across the school leading to improved outcomes for disadvantaged Students	Facilitate the English team in knowing what their Students' attainment and achievement gaps are in each year group. 2 i/c English to use effective data analysis to target underperformance and lead the collaborative planning and implementation of engaging 'Additional and different' teaching strategies and interventions to narrow the gaps.	Sutton Trust EEF Toolkit Collaborative Learning: Moderate impact for very low cost, based on extensive research. +5months	To oversee teachers' response to Student underperformance by planning and implanting new interventions. Instigate teacher's proactivity reflecting on, and engaging in pedagogical debate and discussion about teaching and learning in order to secure outstanding progress for Students.	Assistant Head teacher (T & L) LS HOD (CT) 2 i/c (GCG & HS) Members AEN/PP working party (HS/JP/JH) Academic Lead (KD & PW)	55 students

			<p>CT has set up a working group, charged with the overview and analysis of PP students' performance, plus those on the AEN register. Group to report to CT and the Dept. at each dept. meeting.</p> <p>CT will use any PP funding to buy in CGP text guides and study workbooks for the AQA Lit/Lang 8702/8700 qualifications (KS4); KS3 CGP SPaG workbooks for boys in Yrs7-9</p>		
Quality of T&L in Maths evolves across the school leading to improved outcomes for disadvantaged students	<p>Ensure the Maths team know what this Students' attainment and achievement gaps are in each year group.</p> <p>Subject and Deputy subject lead for maths, use data analysis to target underperformance and lead the collaborative planning and interventions to narrow the gaps.</p>	<p>Sutton Trust EFF Toolkit</p> <p>Collaborative Learning: Moderate impact for very low cost, based on extensive research. +5months</p>	<p>To respond to Student underperformance by planning and implanting new interventions</p> <p>Teachers reflecting on, and engaging on regular pedagogical debate and discussion about teaching and learning in order to secure outstanding progress for Students.</p> <p>Subject and Deputy subject lead for maths, to follow up on intervention</p>	<p>Assistant Head teacher (T & L) LS</p> <p>Subject Lead Maths (MT)</p> <p>Deputy Subject Lead Maths (KT)</p> <p>Academic Leads (KD & PW)</p>	55 students

			progress on termly basis to assess progress.		
Quality of T&L in Science evolves across the school leading to improved outcomes for disadvantaged Students	<p>Ensure the Science team know what this Students' attainment and achievement gaps are in each year group through the discreet marking of students on the secure science department spreadsheets.</p> <p>2 i/c Science to use effective data analysis to target underperformance and lead the collaborative planning and implementation of engaging 'Additional and different' teaching strategies and interventions to narrow the gaps.</p> <p>Initial review and analysis of PP students can occur at the October half term when we review AEN/SEN student performance.</p>	<p>Sutton Trust EEF Toolkit</p> <p>Collaborative Learning: Moderate impact for very low cost, based on extensive research. +5months</p>	<p>To respond to Student underperformance by planning and implanting new interventions.</p> <p>Instigate teacher's proactivity reflecting on, and engaging in pedagogical debate and discussion about teaching and learning in order to secure outstanding progress for Students. This can follow the review of PP student progress at the October half term.</p> <p>In Science we can ensure that (through the use of seating plans) students are positioned in the room in a suitable position so that they are included in collaborative teaching and learning activities and practical work.</p>	Assistant Head teacher (T & L) LS HOD (TL), Academic Lead (KD & PW)	55 students
Homework After School Support	2 x per week (Monday and Wednesday)	<p>Sutton Trust EEF Toolkit</p> <p>Moderate impact for very low cost</p> <p>Evidence suggests that how homework relates to learning</p>	SENCO / HOY will implement quality control	KS3 HOY SENCo (SH) Gap Year Staff	55 students

		during the school day is important (should be an integral part of learning, rather than an add-on). +5 months			
Targeted academic support Budget cost:£42,525					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Challenge Numbers Addressed
Careers Meeting (Aspirational motivation).	For all year 9 and 11 students eligible for PP to see the Careers lead to discuss options.	Sutton Trust EEF Toolkit Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. The current evidence base on aspiration interventions is extremely weak. The lack of studies identified means that an impact in months' progress is not communicated. Schools should carefully monitor the impact on attainment of any interventions or approaches.	For the Careers lead to create a report for each student , outlining their potential next steps and what they need to do.	External Careers Specialist	17 students

To support students in making clear plans	Coaching year 9, 10 and 11 students		For all students all PP student's to have experienced coach.		27 students
Close gaps in literacy attainment including Students with processing problems, dyslexic tendencies and speech and language needs.	Help raise literacy standards by providing small group intervention, ran by LSA's, to help support processing problems and dyslexia strategies	Sutton Trust EEF Toolkit Small group tuition: Moderate impact for moderate cost based on limited evidence. +4 months.	(Literacy Coordinator & English HOD liaise)	Lit Coordinator (RC) Head of English (CT) 2 i/c (JG & HS)	55 students
Year 11 Underperformer Students complete revision tasks in the run up to their final exams in an identified 'Intervention Group'	Departments support revision sessions by creating appropriate resources for 'Intervention group sessions during.	Sutton Trust EEF Toolkit Secondary Homework: Moderate impact for very low cost. Based on moderate evidence + 5 months. Small group tuition: Moderate impact for moderate cost based on limited evidence. + 4 months	Individual departments	Academic Lead (PW)	5 students
Parents of students eligible for Pupil Premium are able to contact the school easily, access resources and are engaged	Parent participation evening Parents of PP Students contacted in the run up to parents evening to remind and confirm attendance.	Sutton Trust EEF kit Parental engagement is consistently associated with Students associated with Students success at school and studies have shown that	Pastoral Team develop professional and positive working relationships with parents – especially those that need support.	Assistant Head Teacher (Pastoral) (SP) HOY Form Tutor Pastoral Mentor (MP)	55 students

<p>in their students' progress.</p> <p>Form Tutor to speak to PP student's parents at least twice a year.</p>	<p>Pastoral Mentor to meet with all PP each term.</p>	<p>increased parental engagement had on average +2-3 months positive impact.</p>			
<p>Improved attendance of PP Students</p>	<p>CiC and PP students among the priorities for absence calls first thing.</p> <p>Attendance certificates and rewards presented on a termly basis to encourage and emphasise the importance of high attendance.</p>	<p>Attendance is central to raising attainment and evidence suggests that students eligible for Student premium funding are disproportionately likely to fall into the groups of Students with the worst attendance (National Education Trust)</p>	<p>Attendance and Pastoral Team to analyse data and offer support where needed in order to maximise PP student attendance</p>	<p>Assistant Head Teacher (Pastoral)</p> <p>Attendance officer (TBC)</p> <p>Designated Teacher of LAC (SH)</p>	<p>55 students</p>
<p>Improved social skills</p>	<p>Lunchtime clubs for various activities run by a variety of staff.</p> <p>Year 7 social club once a week to integrate students following transition</p> <p>Restorative justice meetings held as part of routine behaviour management procedures.</p>	<p>Sutton Trust EEF kit</p> <p>On average, Social and Emotional learning interventions have an identifiable and valuable impact on attitude to learning and social relationships in school. They also have an average overall impact of +4 months' positive impact.</p>	<p>SEND department to ensure that PP students access this intervention if they need it.</p>	<p>SEND Department HOY</p> <p>Behaviour Lead (JoB)</p>	<p>55 students</p>

Wider Strategies Budget cost:£6,000					
Desired outcome	Chosen action /approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Challenge Numbers Addressed
Enrichment Support	The enrichment fund allows students who are eligible for Funding will be provided on a case by case basis where the activity will benefit the individual concerned.	Sutton Trust EEF Toolkit Arts participation: Low impact for low cost, based on moderate evidence. +2 months	To track the finances and requests as they come in from parents/carers and student's. Actively encouraging PP+ students to get involved in extracurricular activities.	PE, Art, Drama, DT, CS, Music Individual departments	55 students
School Trips					55 students
Rowlyn (yr9 Outdoor Ed trip)	Actively encourage PP students to be involved and fund trip for all PP students.	Outdoor adventure learning: Moderate impact for moderate costs based on limited evidence. +3 months			12 students
Music	All students wishing to learn an instrument will have their lessons funded through the PP fund.				8 students

Drama	Students involved with outside dram clubs are able to get funded by PP fund.				6 Students
Robotix	GCSE drama trips funded for PP students.				3 students
F1					0 Students
Sports	Students representing the school will have their kit paid for from PP.	Outdoor adventure learning: Moderate impact for moderate costs based on limited evidence. +3 months			0 Students
	Membership outside clubs can be paid for via school.				2 Students
	Swimming lesson have been paid for PP+ students				1 Students
Family support	<p>To support students to feel part of our learning community (students more likely to come into school – linked with attendance). With regular opportunities for parents to come into school for training, meetings or to attend social events.</p> <p>To enable parents to get regular support in buying school equipment and uniform, to</p>	No Sutton trust research base but needed due to the high level of deprivation and support needed in our catchment	Pastoral Team to complete a Uniform request form on each occasion	<p>Assistant Head Teacher (Pastoral)</p> <p>HOY</p>	55 students

	maintain the expectations of the uniform policy.				
Equipment for PP Students	To reduce the number of kit strikes accrued by pupil premium students for lack of equipment. To support learning by minimising low level disruption caused by lack of equipment	No Sutton Trust evidence but school evidence show this provides a drop in negative behavioural issues	Form tutors will hold a pencil case for every PP Student and will lend out as and when necessary. Students must return equipment at the end of the day.	Assistant Head Teacher (Pastoral) HOY Form Tutor Deputy Head Teacher (DJW)	55 students
Pastoral Support	To pastorally support pupil premium students through a number of initiatives: <ul style="list-style-type: none"> • HoY Mentoring • Tutor Mentoring • Pastoral Coordinator • Homework club • Counselling • Behaviour policy 	Sutton Trust EEF Toolkit Social and emotional learning: Moderate impact for moderate cost. Based on extensive evidence. + 5 Months Secondary Homework: Moderate impact for very low cost. Based on moderate evidence + 5 months Mentoring: Low impact for moderate cost. Based on moderate evidence. + 1 months Behaviour Interventions moderate impact for moderate cost. + 3 months	SLT to oversee these systems to ensure the mental health and general wellbeing of our most vulnerable Students is at the forefront of everything we do at TIA	Assistant Head Teacher (Pastoral) HOY Pastoral Lead (MP)	55 students
Year 10 revision guides	This supports PP students by ensuring that they all receive high quality revision materials		For all PP students.	Academic Lead (PW)	11 students

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 11 2021-22

Progress 8 for the 7 disadvantaged students who completed GCSEs in 2022 was -0.03 (as per the November unvalidated DfE data).

Progress 8 for all other students was +0.28.

The gap between the two is therefore 0.31, significantly smaller than the national gap of 0.58 in 2019 (the last available figures).

Average Attainment 8 for the 7 was 60.86 (71.09 for the school cohort as a whole) – also a narrower gap than the national gap of 13.6 in 2019

6 of the 7 achieved 5+ in English and Maths (95% for the school cohort as a whole)

None of the 7 entered the Ebacc (50% for the school cohort as a whole)

Internal data for other year groups (VA average for end-of-year exams, using Langton benchmarks which are based on KS2/CAT4 scores)

Year 7 2021-22: Pupil Premium students -0.50 (whole year group -0.01)

Year 8 2021-22: Pupil Premium students +0.15 (whole year group -0.18)

Year 9 2021-22: Pupil Premium students 0.00 (whole year group +0.06)

Year 10 2021-22: data not available

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.

