

Pupil premium strategy statement

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
School name	The West Grantham Church of England Secondary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	48.38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Clare Barber
Pupil premium lead	Kirsty Kuffour
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,440
Recovery premium funding allocation this academic year	£22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,770

Part A: Pupil premium strategy plan

Statement of intent

The West Grantham Church of England Secondary Academy is a smaller than average comprehensive school set in the town of Grantham. The academy has been through a period of significant change but is now supported by Southwell and Nottingham Multi Academy Trust and an Interim Executive Board. As a Church of England academy, the vision and values are grounded in Christian ethos and as such, the academy is driven by its unwavering mission to ensure that all students, regardless of background, are given the best possible chance of success. The academy's key priorities are:

1. To improve the quality of education so that it is at least 'good'
2. Improve student behaviour, attitudes and personal development across the academy
3. Develop leaders, at all levels, so they can lead the school, deliver the curriculum and meet the needs of all students

The ultimate objectives of our pupil premium strategy are to ensure that our disadvantaged pupils, including high prior attainers and those who are also identified on the SEND register, are supported in order to achieve in line with their peers.

This strategy is built upon three principle aims. **High quality teaching** must be underpinned by a curriculum which caters for all pupils, building on prior learning and ensuring that, where gaps are identified through robust diagnostic assessment, the curriculum is adapted to meet need. **Targeted academic support** is designed to recover any learning lost as a result of the COVID-19 pandemic. In addition, students identified as having significant gaps in their literacy or numeracy knowledge will be targeted for structured small group interventions. Finally, **wider strategies** will ensure student wellbeing by improving attendance, behaviour and safeguarding with a specific focus on mental health and wellbeing of students following the Covid-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that disadvantaged pupils generally have lower reading ages and literacy levels than their peers. This impacts their progress in all subjects.
2	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Poor attendance for disadvantaged pupils creates significant gaps in learning and thereby negatively impacts disadvantaged pupils' progress.
3	Excluded children are 10 times more likely to suffer recognised mental health problems and, with the widely accepted view that behaviour might be a by-product of mental health problems, it is important to recognise that a strong mental health provision is key to tackling variable behaviour in all students, and particularly those who are disadvantaged.
4	Previous pupil premium reviews and observations, across schools, indicate that a legacy of inadequate systems and professional development make it difficult for staff to identify, monitor and analyse progress of the most disadvantaged pupils.
5	It is widely known that a weak curriculum will not adequately meet the needs of the most disadvantaged pupils. This will impact the quality of education that they experience and thereby impacts their academic progress and outcomes , their aspirations, their next steps upon leaving the academy and their access to a strong cultural capital.

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
Improved reading comprehension among disadvantaged pupils across KS3.	Reading age tests will demonstrate improved reading comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">- The overall attendance rate for all pupils exceeding 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no significant distinction.- The percentage of all pupils who are persistently absent significantly reduced with an 80% reduction in PA figures.
To reduce the number of exclusions for all pupils, particularly our disadvantaged pupils.	The number of permanent exclusions across the academy to reduce to 0% for all pupils. The number of fixed term exclusions to not exceed national average. The percentage of pupils who receive fixed term exclusions and who are disadvantaged to not exceed those who are not disadvantaged.

To implement a carefully constructed and coherent curriculum that is designed to meet the needs of all pupils, including our disadvantaged pupils. Its design will raise aspirations, support pupils in making informed post-16 choices and improve cultural capital.

By the end of our current plan, the quality of curriculum will have been externally verified as fit for purpose and well-designed.

NEETs will significantly reduce, and pupils will take a more proactive approach to their post-16 pathways.

Pupils will experience an improved extra-curricular offer, providing them with numerous planned opportunities to increase wider learning beyond the classroom and thereby develop cultural capital.

To improve quality of education across the curriculum and as a result, improved progress among disadvantaged pupils across the curriculum at the end of KS4, particularly in English and maths.

By the end of our current plan, the quality of education will have significantly improved.

Consequently, the P8 score for our disadvantaged pupils will be in line with their non-disadvantaged peers.

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: £92.770

Activity	Supported by the following approach & research	Challenge number(s) addressed
<p>Research: https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/ https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://schoolleaders.thekeysupport.com/curriculum-and-learning/raising-attainment/pupil-premium-support-learning/ https://www.gov.uk/government/publications/pupil-premium/pupil-premium#use-of-the-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>		
<p>Recruitment of staff to support needs of the most disadvantaged pupils, academically and pastorally</p>	<p>Recruitment of senior leaders (data and assessment, SEND), middle leadership (head of humanities), teaching staff (Food tech, humanities) and pastoral (attendance manager, pastoral manager, alternative provision leader)</p>	<p>1, 2, 5</p>
<p>Improve literacy in all subject areas</p>	<p>Purchase of reading age tests to support the analysis of pupil progress and the impact of specific literacy strategies Training will be provided for staff administering tests and also for those interpreting data Reading age tests to be administered at least twice a year, providing benchmark data and progress check.</p>	<p>1, 4</p>

	<p>Resources purchased to support form-time reading strategies.</p> <p>Reading strategies implemented in form-time for all year groups to improve reading ages, comprehension skills and thereby literacy.</p> <p>CPD delivered to all staff to develop reading strategies implemented in all subject areas.</p> <p>Contribution towards the cost of librarian appointed to run the library day to day, promote a love of literature and lead some literacy lessons.</p>	
<p>Purchase of 'Class charts' and Sisra Analytics software to support teaching staff in identification of disadvantaged pupils, monitoring and analysis of progress data and thereby meet their need through quality first teaching and identify need for additional intervention</p>	<p>Training provided for all staff in the effective use of Class Charts and Sisra Analytics.</p> <p>CPD will provide training for all teaching staff in accurate assessment of pupils, the use of assessment data in monitoring progress and adapting the curriculum and interventions to meet emerging need.</p> <p>Data analysis to feature as part of ongoing line management and appraisal process in order to hold teaching staff to account and thereby improve quality of education.</p>	4, 5
<p>Improving the quality of the curriculum across all subjects</p>	<p>Contribution towards external advisor who will deliver training during allocated CPD time to all teaching staff about curriculum intent.</p> <p>Follow up review of the curriculum to audit current provision and offer feedback to support improvement</p> <p>Ongoing CPD delivered to curriculum leaders to support understanding of curriculum intent</p>	5
<p>Implementation of an instructional coaching programme to support all</p>	<p>Contribution towards the appointment of an external advisor to support leadership team in the design,</p>	4, 5

<p>teaching staff in improving implementation of the curriculum.</p>	<p>implementation and quality assurance of an instructional coaching programme CPD to train all teaching staff in instructional coaching Fund teacher release time to embed the instructional coaching programme.</p>	
<p>Contribution towards resourcing of Knowledge Organisers to develop home learning for all pupils and particularly those who are disadvantaged.</p>	<p>CPD delivered to all teaching staff about the design and implementation of knowledge organisers. Contribution towards the printing and admin costs in creating knowledge organiser booklets. Monitoring of impact of knowledge organisers through engagement data, pupil voice and parental feedback.</p>	<p>4, 5</p>
<p>Development of staff into leadership secondment roles in order to improve retention of most experienced and talented staff.</p>	<p>Contribution toward the secondment of up to three staff members to the leadership team. Opportunities given for professional development into the roles through a bespoke offer to all candidates</p>	<p>4</p>
<p>Development and implementation of enrichment curriculum to support improved cultural capital.</p>	<p>Identify through staff feedback and pupil voice an 'entitlement offer' of experiences that all pupils, particularly those who are disadvantaged should have an opportunity to experience during their time in the academy. Ensure that opportunities are planned for within the curriculum Contribute towards opportunities, particularly for disadvantaged pupils.</p>	<p>5</p>

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

Budgeted cost: £40,000

Activity	Evidence & research that supports this approach	Challenge number(s) addressed
Research: https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability		
Contribution towards Graduate Intern to provide a blend of structured small-group interventions and one-to-one tuition. A significant proportion of those who receive tutoring will be disadvantaged	Appointment of graduate intern CPD to develop skills needed to deliver intervention packages as required. Tuition will be targeted at specific needs as identified through analysis of progress data and internal assessments	1, 4
Appointment of literacy coordinator to develop and quality assure a cross-curricular literacy strategy to include form-time reading activities,	Appointment of literacy coordinator CPD provided to develop staff member including release to facilitate completion of NPQML. Pupils identified for small group interventions and staff identified to lead sessions	1, 4

<p>structured small group interventions and staff CPD.</p>	<p>Release time funded for coordinator to facilitate design of strategy and to quality assure form-time activities, literacy strategies across the curriculum following CPD and small group interventions</p> <p>Resources purchased to facilitate the delivery of interventions.</p>	
<p>Appointment of a numeracy coordinator to develop and quality assure a cross-curricular numeracy strategy to include form-time numeracy activities, structured small group interventions and staff CPD.</p>	<p>Appointment of literacy coordinator</p> <p>CPD provided to develop staff member</p> <p>Pupils identified for small group interventions and staff identified to lead sessions</p> <p>Release time funded for coordinator to facilitate design of strategy and to quality assure numeracy strategies across the curriculum and small group interventions</p>	<p>4, 5</p>
<p>Holiday revision sessions to support most disadvantaged pupils in exam preparation in a conducive environment and to support those most impacted by the pandemic.</p>	<p>Pupils identified through analysis of progress data and internal assessments who would benefit from revision sessions delivered outside of curriculum time.</p> <p>Funding of teaching staff to plan and deliver holiday revision sessions.</p>	<p>4, 1</p>

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

Budgeted cost: £50,000

Activity	Evidence & research that supports this approach	Challenge number(s) addressed
Research: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability		
Offer of an extended school day through the provision of an extra-curricular timetable of clubs and activities.	Timetable of extra-curricular activities created and publicised. Provision of Pd6 to support GCSE requirements for all students. Contribution towards resources where needed in clubs such as gardening, chess clubs and similar as they arise. Contribution toward Inspire+ who will provide trained sport-specific coaches in order to lead sports clubs. Contribution towards school uniform and trips for pupil premium students.	5, 2, 3
Contribution towards attendance manager (non-teaching) who will work alongside the pastoral team to improve attendance by embedding principles of good practice set out in DfE's Improving School Attendance advice.	Provision of breakfast for all pupils including those who are disadvantaged to encourage punctuality and in order to start the day well. Support package from local authority to support in CPD for attendance manager and advice for improving attendance in line with local guidance and protocols.	2
Contribution towards pastoral manager (non-teaching) who will	Appointment of pastoral manager	3

<p>work alongside the pastoral team to support pupils to improve their behaviour.</p> <p>Specific small group or one to one intervention will target those identified as at risk of exclusion</p>	<p>CPD to develop attendance manager including through mental first aid training, handling training.</p> <p>Identification through analysis of behaviour and progress data and by referral through DSL of pupils who would benefit from targeted bespoke interventions designed to support self-esteem, mental health and self-regulation.</p>	
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Total budgeted cost: £182,770

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The secondary school became part of Southwell and Nottingham Multi Academy Trust (SNMAT) in January 2021. It is therefore not possible to fully consider the previous school's provision for the pupil premium grant in the academic year 2020_21. However, since the school became West Grantham Church of England Secondary Academy, the pupil premium grant has been used to support the following interventions:

Our previous pupil premium strategy intended outcomes were as follows:

1. Raise attainment of pupil premium eligible students, especially in English and maths.
2. Improve aspirations
3. Improve attendance

It should be noted that the impact of the COVID-19 pandemic was significant in the realisation of our intended outcomes, and this is reflected in our assessment of each. Nonetheless, our assessment of how successfully the intended outcomes were met is based on centre assessed grades, internally sourced destination data and attendance data as follows:

1. The impact of the COVID-19 pandemic was significant in the delivery of our curriculum. National lockdowns meant that remote learning was a necessity for almost all and while every effort was made to ensure that learning continued as closely to original plans as possible, the difficulties of remote learning were most keenly felt by our disadvantaged pupils. During the COVID-19 lockdowns, 108 devices and 8 dongles were provided to promote remote education.
In addition to lockdowns, the academy was forced to close for additional days due to outbreaks of the COVID-19 virus within the school community and was further impacted by a significant number of 'bubble' closures.
Consequently, the delivery of the curriculum was adversely impacted and left pupils with significant gaps in their knowledge.

2. Much of the work planned by the CEIAG coordinator was adversely affected by the COVID-19 pandemic. Nonetheless, a concerted effort was made across the academy to rectify this and as a result, the provision for all pupils and particularly those who are disadvantaged included the following:

- An external provider, Mad 4 Life delivering revision techniques to year 11 students.
- An externally sourced and independent 1:1 careers adviser working with all year 11 pupils to support in applications next steps.
- A virtual career fair was held for all year 11 pupils.
- Careers guidance delivered to year 10 by a representative from Teach First.
- Two motivational speakers, Stephen Seki and Dan Hargeaves delivering to year 11 and year 9 students.
- Support from Bishop Grosseteste University via an online module called, 'First Steps to Study'.

As a result of this work, all students in the 2021 year 11 cohort had applied to college, training or employment by the point at which they left the academy.

3. Finally, in spite of the appointment of the attendance manager and ongoing work by the pastoral team to improve attendance, as a result of the COVID-19 pandemic, our attendance for the academic year 2020/21 was significantly below pre-pandemic levels with disadvantaged students most adversely affected. School attendance figures support our continued focus on raising attendance within the current strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Teach First intervention tutor	Teach First