

Pupil premium strategy statement

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
School name	The West Grantham Church of England Secondary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	56.47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-25, 2025-26, 2026-27
Date this statement was published	17 December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Clare Barber
Pupil premium lead	Lee Hulse
Governor / Trustee lead	Andrea Mitchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,330
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	£198,330

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. Further develop the quality of education for all students, particularly the most disadvantaged
2. Improve parental and community communication and engagement, investing in students so that they are given opportunities to develop as leaders and ambassadors for the school.
3. Develop leaders at all levels and further develop the role of the academy's vision and values.

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.

1. **Raising attainment: High quality teaching** must be underpinned by a curriculum that is continually developed and planned with resources that are well sequenced and support improved knowledge and progress, over time, responding to emerging needs as identified as part of the assessment process.
2. **Improving aspirations:** identified as having significant gaps in their literacy or numeracy knowledge will be targeted for structured small group interventions. Finally,
3. **Wider strategies** will ensure student wellbeing by improving attendance, behavior and safeguarding with a specific focus on the **mental health and wellbeing** of students.

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 (88.91%) than for non-disadvantaged pupils (90.71%). Our attendance data over the last year also shows a significant difference in persistence absences among disadvantaged (70%) than for non-disadvantaged (30.0%). Poor attendance for disadvantaged pupils creates significant gaps in learning through disrupted curriculum continuity and thereby negatively impacts disadvantaged pupils' progress.
3	Excluded children are 10 times more likely to suffer recognized mental health problems and, with the widely accepted view that behavior might be a by-product of mental health problems, it is important to recognize that a strong mental health provision is key to tackling variable behavior in all students, and particularly those who are disadvantaged. Pupil surveys, discussions with parents and staff have identified an increased need for Social, Emotional and Mental Health (SEMH) support for pupils, particularly those who are disadvantaged.
4	Previous pupil premium reviews and observations, across schools, indicate that it remains difficult for staff to identify, monitor and analyze the 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 on 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.
To review and identify the next steps for improving the provision of mental health support for students	By the end of our current plan a whole school mental health and wellbeing tracker will be in place which will monitor steps taken with individual students who are disadvantaged and ensure that provision is progressive.

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: £102,000

Activity	Supported by the following approach & research	Challenge number(s) addressed
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		
Recruitment of staff to support needs of the most disadvantaged pupils, academically and pastorally	Recruitment of a literacy co-Ordinator to support the strategic whole school focus on literacy, and to co-ordinate meaningful intervention that enable rapid progress.	1, 2, 5
Improve literacy in all subject areas	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 for those interpreting data	1, 4

	<p>Reading age tests to be administered at least twice a year, providing benchmark data and progress check.</p> <p>Resources purchased to support form-time reading strategies.</p> <p>Reading strategies are 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>Appointment of a literacy lead to co-ordinate focused interventions to pupils who are causes for concern.</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>Training provided for all staff in the effective use of Class Charts and Sisra Analytics to enable effective monitoring and tracking of disadvantaged pupils.</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 to hold teaching staff to account and thereby improve quality of education.</p>	4, 5
Improving the quality of the curriculum across all subjects	<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 and strategies to support implementation of specific strategies designed to support disadvantaged. (E.G. Interleaving)</p>	5

Implementation of an instructional coaching program to support all teaching staff in improving implementation of the curriculum.	<p>CPD to train all teaching staff in instructional coaching</p> <p>Fund teacher release time to embed the instructional coaching program.</p> <p>Contribution towards the funding of 'Steplab' to help school leaders make informed decisions on how to further improve the coaching program and ensure that the mentoring and coaching is of a consistently high quality.</p>	4, 5
Continued development of staff into leadership secondment roles in order to improve retention of most experienced and talented staff.	<p>Contribution toward the secondment of up to three staff members to the leadership team.</p> <p>Opportunities given for professional development into the roles through a bespoke offer to all candidates e.g. Coaching</p>	4
Continued development and implementation of enrichment curriculum to support improved cultural capital.	<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.</p> <p>Ensure that opportunities are planned within the curriculum</p> <p>Contribute to opportunities, particularly disadvantaged pupils.</p>	5

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

Budgeted cost: £50,000

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		
Appointment of literacy coordinator to develop and quality assure a cross-curricular literacy strategy to include form-time reading activities, structured small group interventions and staff CPD.	Appointment of literacy coordinator Pupils identified for small group interventions and staff identified to lead sessions 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 Resources purchased to facilitate the delivery of interventions.	1, 4
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.	Appointment of Numeracy coordinator CPD provided to develop staff member Pupils identified for small group interventions and staff identified to lead sessions Release time funded for coordinator to facilitate design of strategy and to assure numeracy strategies across the curriculum and small group interventions	4, 5

<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 teaching staff to plan and deliver holiday revision sessions.</p>	<p>4, 1</p>
<p>Mental Health provision to be led by a member of extended leadership.</p>	<p>The Creation of a whole school Mental Health and Wellbeing tracker with the aim of monitoring steps taken with individual students and ensuring that provision is progressive.</p> <p>Screening of all students is to be undertaken to identify those in need of further support using the RCADS tool.</p>	<p>3</p>

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

Budgeted cost: £40,000

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 published. Provision of Pd5 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 to lead sports clubs. Contribution towards school uniforms and trips for pupil premium students.	5, 2, 3
Contribution towards attendance and Family liaison Officer (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 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	Continued appointment of pastoral manager	3

<p>work alongside the pastoral team to support pupils to improve their behavior.</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 managers including through mental health training, handling training, and first aid training.</p> <p>Identification through analysis of behavior 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: £192,000

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 2023-2024 academic year.

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. To ensure High quality teaching by underpinning it with a curriculum which caters for all pupils.
2. Targeted academic support to recover any learning lost as a result of the COVID-19 pandemic
3. To ensure student wellbeing by improving attendance, behavior and safeguarding with a specific focus on mental health.

We have analysed the performance of our school's disadvantaged pupils during 2023/24 academic year using key stage 4 performance data and internal assessments

For 2024, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compare to other similar pupils nationally) for our disadvantaged students was +0.14, for non- disadvantaged it was -0.262. For progress scores disadvantaged students outperformed non-disadvantaged students in English and Maths. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.8, compared to non-disadvantaged 3.42. We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students. The national Attainment 8 score for disadvantaged students in 2023-24 was significantly lower compared with the collaboration data obtained from SISRA which was +4.64.

The performance of our disadvantaged students in terms of progress is encouraging and illustrates the value added by the school when considering the KS2 data, it still indicates there is work to do to close the gap with their non-disadvantaged peers in terms of attainment.

In-school evaluation tells us that some of this is due to the ongoing impact of COVID-19 pandemic, particularly on well-being, mental health and attendance. Pastoral support at West Grantham Secondary Academy is strong and this is a contributing factor to the outcomes of our disadvantaged students, this will continue to progress and grow over the next year to continue to see the successes for our disadvantaged students.

In terms of supporting teaching, many strengths have been made across the school, including the introduction of the West Grantham Way, which has seen a consistent and calm approach to lessons. Lessening the cognitive load on our disadvantaged pupils and ensuring a purposeful and positive working environment. Additionally, the strengthened curriculum has been designed to support and develop our own students, building on their prior knowledge and addressing gaps and misconceptions in learning. Our internal QA shows that this has been successfully embedded across subjects and year groups and we look forward to continuing to see the positive impact of this.

A big success was the external validation provided by OFSTED during the school's January 2024 inspection; it was noted by inspectors that:

- 'The school's curriculum has been deliberately planned to ensure that all pupils succeed'
- 'Assessment is used wisely to check pupil's understanding and to adapt learning'
- 'Pupil's reading ability is checked as soon as they enter school. Pupils who have fallen behind their peers receive a comprehensive and successful program of support to catch up.'
- 'The school goes to extraordinary lengths to ensure that pupils attend school regularly. Pupils and their families receive respectful guidance and support'
- 'The school provides effective careers guidance. Pupils are supported to make well informed choices. Strong and useful business links have been established in the community.'

The relentless focus on supporting next steps and aspirations of our students has included:

- An external provider, Mad 4 Life delivering revision techniques to year 11 students.
- An externally sourced and independent 1:1 careers adviser working with 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 Hargreaves delivering to year 11 and year 9 students.
- External businesses and speakers have visited school to promote/discuss/spark interest for future aspirations.

As a result of this work, all students in the 2024 Year 11 cohort had applied to college, training or employment by the point at which they left the academy.

Moving forward, we know that our attendance needs to continue to be strong to enable our disadvantaged students to access the full curriculum (PPG attendance figures at 2023/24 at 88.91%, compared to national average 85.4%). We know those students with persistent absence do not benefit from the teaching and learning strategies and academic interventions as they are frequently interrupted or missed. Work will also continue providing an ambitious and inclusive curriculum, which fully supports the development of our disadvantaged students, alongside continuous improvement in teaching and learning.

Externally provided programmes

Please include the names of any non-DfE programs 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
Times Table Rock Stars	Maths Circle Ltd
Steplab	Steplab