

## 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	Ermysted's Grammar School
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022 (Interim) September 2022
Statement authorised by	M Evans
Pupil premium lead	A Jackson
Link Governor	V Anderson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,845
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,694
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,539

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Ermysted's Grammar School is to provide all pupils regardless of their socio-economic background with the opportunity to achieve their full potential in both their academic studies and personal, extra-curricular endeavours. This will ensure pupils have positive learning experiences and develop necessary life skills to ultimately lead to well-rounded pupils who can go on to achieve their aspirations and to contribute positively to life in modern Britain.

Our ultimate objectives are: to continue to eradicate any attainment gaps between disadvantaged and non-disadvantaged pupils; for all disadvantaged pupils to meet or surpass their ambitious academic targets; and to provide the opportunity for all disadvantaged pupils to access the diverse extra-curricular programme. As stated in our school development plan, our particular focus is on addressing any gaps in learning or experience that have arisen as a consequence of Covid-19.

Evidence nationally shows that disadvantaged children often face additional challenges in reaching their potential at school and therefore do not perform as well as other pupils. Although historically this has not been the case at Ermysted's, to address this we will: prioritise investment in high-quality teaching through our deployment of specialist staff; provide targeted academic support using robust diagnostic assessment; and continue to offer wider approaches to boost pastoral support and ensure that any provision is bespoke to the identified needs of any disadvantaged pupils.

The number of disadvantaged pupils is increasing and this represents 7.5% of the total school cohort. Year 7 has 9.3%, the highest proportion of disadvantaged pupils in any year group and therefore will be a key focus.

As this strategy spans three years, it is a working document.

Current strategies to achieve our ultimate objectives include, but are not limited to:

- Teaching and learning opportunities meet the needs of all pupils
- Implementation of targeted literacy support using Catch Up Premium
- Regular monitoring of progress, behaviour, attendance and wellbeing of all pupils to ensure timely identification of pupils in need of additional support
- Careers meetings for all Year 11 pupils
- Increased focus to cover costs of uniform, necessary equipment, curricular-based trips and revision materials
- Increased focus to cover costs of extra-curricular activities
- Continued provision of specialised, third-party additional pastoral provision to support the wellbeing of all pupils
- Introduction of a Behaviour and Attendance Officer to support with monitoring of pupil engagement
- Introduction of additional capacity within PE to increase sporting extra-curricular provision
- Redeployment of specialised staff to further increase musical extra-curricular provision
- Provision of ICT resources to support with access to remote learning and extended homework tasks
- Deployment of high quality teaching assistants to assess need and provide bespoke support
- Closer monitoring and analysis of attendance in all extra-curricular provision

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of literacy, which means some pupils may struggle with extended written responses.
2	Need for additional curriculum support, including help with funding equipment, learning resources and targeted intervention.
3	Pastoral concerns, whereby low self-esteem and low levels of resilience impact on aspirations and attainment.
4	Some members of the cohort can struggle with organisation of work.
5	Some members of the cohort may have gaps in learning from interruptions to their education as a consequence of Covid-19.
6	Low family incomes, which has implications for provision of equipment including uniform, and ability to participate in extra-curricular and other enrichment activities.
7	In order to support high aspirations and ensure a clear sense of direction, pupils in this cohort may have an even greater need for high-quality careers advice, including guidance and information on higher education and other pathways.
8	Home environments can impact on punctuality and attendance.
9	Some members of this cohort may have limited access to ICT resources to support remote learning and independent study.

## 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
Continue to ensure pupil premium pupils make at least as good progress on average as the rest of the cohort by the end of Key Stage 4.	All pupil premium pupils are entered for the EBacc. Outcomes evidence pupil premium pupils achieve at least equivalent Progress 8 of the whole school average.
Improve reading, writing and core skills for pupils in Year 7 and 8.	Improved reading ability among the identified pupil premium pupils in Key Stage 3 enabling them to access all elements of the curriculum. Evidenced through learning walks, book scrutiny, pupil voice and whole school tracking. Library records indicate pupils are reading more widely.
To improve independent learning of identified pupil premium pupils across all subjects.	Analysis of Class Charts indicate positive attitude to learning including homework,

	organisation and wider contribution to school life.
Continue to ensure consistent attendance and punctuality particularly of pupil premium pupils.	Attendance monitoring indicates that pupil premium attendance is at least as good as the average percentage figure for the year group.
Widening experiences and extending opportunities within extra-curricular activities.	Attendance monitoring of extra-curricular engagement indicates that pupil premium pupils are actively participating on a regular basis.
Deepen understanding on the science of learning and develop metacognition strategies and skills among disadvantaged pupils to support retention and recall across all subjects.	Assessment and recording data entry points evidence progress made; quality assurance procedures will evidence the implementation of strategies by teachers.
Continue to sustain positive mental wellbeing for all pupils, including those who are disadvantaged.	High levels of pupil wellbeing demonstrated through whole-school SEMH survey issued with comparisons from previous years, individual pupil feedback following program of intervention, parent feedback.



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

Budgeted cost: £ 7,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Learning Support Assistants to identified pupils in Years 7 and 8 – specific focus on handwriting, literacy and organisation.	<a href="https://www.educationendowmentfoundation.org.uk/evidence/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1, 4
Targeted catch up tutoring for Year 7 pupil premium pupils. Weekly one-hour tutoring for Year 7 pupils. Cost includes tutor for English, maths and science and lunch provision.	Stage one intervention of English catch up will result in positive impact on pupils' abilities to access the core curriculum.  <a href="https://www.educationendowmentfoundation.org.uk/evidence/one-to-one-tuition">One to one tuition   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  <a href="https://www.educationendowmentfoundation.org.uk/evidence/oral-language-interventions">Oral language interventions   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1, 2, 5
Structured library-based intervention programme encouraging wider reading.	<a href="https://www.ucl.ac.uk/cls/research/reading-improves-teenagers-vocab">CLS   Reading improves teenagers' vocab, whatever their background, say researchers (ucl.ac.uk)</a>	1, 6
Deployment of subject-specific tutors using National Tutoring funding; any shortfall covered by pupil premium funding.	<a href="https://www.educationendowmentfoundation.org.uk/evidence/reading-comprehension-strategies">Reading comprehension strategies   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	5

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

Budgeted cost: £ 8,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the additional pastoral provision providing targeted 1:1 intervention to support pupils in articulating their anxieties and regulating their emotions and behaviours	<a href="https://www.educationendowmentfoundation.org.uk/social-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/mentoring-eeef">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Behaviour and Attendance Officer appointed to monitor attendance and provide bespoke intervention and communication with parents and carers as required.	<a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning-eeef">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement-eeef">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	3, 8
Provision of resources to supply uniform and equipment.	<a href="https://www.educationendowmentfoundation.org.uk/school-uniform-eeef">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	6
Provide equal opportunity for school trips and enrichment opportunities.	<a href="https://www.educationendowmentfoundation.org.uk/outdoor-adventure-learning-eeef">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 7
Access to required ICT devices.	<a href="https://www.educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning-eeef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	9
Employment of additional staff to deliver extra-curricular, including Duke of Edinburgh, PE and music.	<a href="https://www.educationendowmentfoundation.org.uk/arts-participation-eeef">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/physical-activity-eeef">Physical activity   EEF (educationendowmentfoundation.org.uk)</a>	3, 6
Contingency fund for unforeseen issues.	Based on previous experiences a small amount of funding has been ring-fenced	All

	to respond to immediate and unexpected needs.	
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**Total budgeted cost: £46,539**

## 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.

Last academic year marked the end of the previous pupil premium strategy.

We evaluate the impact of our Pupil Premium Strategy annually in the analysis and evaluation of the progress and outcomes of our disadvantaged cohort (Disadvantaged Cohort Outcomes).

No official progress measures are available for 2019-20 and 2020-21. However, the school participates in a large data sharing exercise with other schools nationally and buys in third-party statistical estimates to estimate value added.

The 2020 GCSE cohort, which included four pupils, performed particularly well achieving almost 1.5 grades above target. The wider cohort achieved 0.9 grades above target.

The 2021 GCSE cohort, which included three pupils, achieved 0.6 of a grade above target. The wider cohort achieved 0.3 grades above target.

As our pupil premium cohorts are small, we evaluate the impact of our pupil premium strategy on an individual pupil basis. From our evaluation, we can see the impact of our pupil premium strategy as positive.

We evaluate the pupil premium cohort's holistic performance through monitoring other metrics such as attendance, destinations and engagement in wider school activities.

Due to Covid-19, the impact of school closure was somewhat mitigated by the approach to continue delivering the curriculum uninterrupted using online teaching methods and additional resources. All disadvantaged pupils were contacted to ascertain the need for appropriate IT devices in order to access the curriculum. The school proactively addressed the issue by supplying recommissioned desktop PCs at the start of lockdown, before the DfE provision of laptops, tablets and wireless internet routers became available. All disadvantaged pupils had access to effective IT devices and their access to the curriculum delivery was not compromised.

Furthermore, a number of enriching activities and extra-curricular opportunities were unable to take place. During the summer term the school responded to easing of restrictions by delivering a wide range of House events to encourage mass participation for pupils in all year groups. Specific analysis of pupil premium cohort engagement was lacking, but there is confidence of positive engagement from a large number of the cohort. Closer monitoring and analysis of attendance in all extra-curricular provision has now been embedded.

Our analysis of behaviour, attendance and wellbeing noted that there were no significant discrepancies between cohorts of pupils across the school. Pupil premium funding was used to

continue the pastoral provision, albeit remotely, of our Youth Worker to support our pupils with pastoral concerns.

## Externally provided programmes

Programme	Provider
N/A	N/A