

Pupil premium strategy statement – Calday Grange Grammar School

This statement details our school’s use of pupil premium (and recovery 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	1092 Years 7-11 387 6th Form
Proportion (%) of pupil premium eligible pupils	24/25 8.2% [23/24: 8.6%; 22/23: 7.8%]
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23, 2023-24, 2024-25 long-term outcomes
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Stephen Gray Headteacher
Pupil premium lead	Vicki Storey Assistant Headteacher, Senior Pastoral Leader
Governor / Trustee lead	Amanda Waterfall, Chair of Curriculum and Student Welfare Committee of FGB

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,700
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in the academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in the academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£98,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum, experience positive wellbeing and have access to the full range of social, cultural and academic opportunities available to them at CGGS.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal. We will consider the challenges faced by vulnerable students, such as those who are Looked After or Previously Looked After Children and are economically disadvantaged. The activities we have outlined in this statement are intended to support the needs of these students, regardless of whether they are economically disadvantaged or not.

High quality, well informed teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students at CGGS. Implicit in the intended outcomes detailed below is the aim that all students' attainment will be sustained and improved, with specific emphasis on the disadvantaged.

Positive wellbeing is rooted in a sense of belonging and inclusion. This will be achieved through access to the wide range of extracurricular experiences that CGGS has to offer and this will increase the cultural capital of our disadvantaged students thus narrowing the gap between them and their peers.

Our strategy is also integral to wider school plans for education recovery, notably in targeted support through the National Tutoring Programme for students whose education has been most adversely affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in line with their peers in the work that they are set.
- Early intervention is enabled by an increase in staff awareness through regular INSET and CPD.
- Foster a whole school approach in which all staff take responsibility for the outcomes of the disadvantaged students in our care and work with them to encourage aspirations, ambition and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Barriers to future attainment, such as lower literacy and numeracy skills of disadvantaged students compared with their peers, which impact on wider areas of the curriculum. Summer 2024: English 12.0 v 13.0, Maths 12.5 v 13.7 [Summer 2023: English 13.2 v 12.8, Maths 12.7 v 13.7; Summer 2022: English 12.87 v 13.93, Maths 12.13 v 14.43]
2	Assessments, observations and discussions with disadvantaged students and their parents/ carers indicate gaps in knowledge following lockdowns/periods of absence due to Covid-19
3	Fair access to uniform, travel costs and resources (revision guides, curriculum materials) and experiences (extra-curricular clubs, trips and visits that increase cultural capital)
4	Managing transition in years 6 to 7 and supporting post 16 pathways
5	Poor home learning environment and lack of technology to support learning
6	Poor mental health and wellbeing and timely access to services for some of our most vulnerable disadvantaged students. Our observations and discussions with students and their families have identified a prevalence of depression, low self-esteem and anxiety about the future.
7	Some students have attendance issues (2024: 92.00% PP [2023: 90.63%; 2022: 90.82%] and 2024: 84.06% CLA [2023: 84.70%; 2022: 89.04%] compared with all students, 2024: 92.40% [2023: 91.65%; 2022: 94.46%]). Distance from home and home to school travel prevents some students from accessing after school subject intervention and the Learning Resources Centre. These factors are negatively influencing disadvantaged students' progress.

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 attainment among disadvantaged students across the curriculum by the end of KS4 with a focus on English and Maths	Evidenced in attainment data Summer 24/25 See Progress 8 for English and Maths scores in line with non-disadvantaged peers for current year 9 cohort in Summer 2025
Gaps in knowledge following lockdowns and as a result of COVID19 absence bridged	Use of NTP programmes to support disadvantaged students. Teachers should observe improvement in confidence and engagement in lessons. Each faculty has a rationale of how they have identified gaps and their plans to rectify them.

	Faculty work sampling, student voice activities and lesson observations should evidence reductions in gaps in knowledge.
To achieve and sustain fair access to uniform, travel costs, resources and experience for all disadvantaged students and to see increased numbers disadvantaged students at the school	Increased numbers of disadvantaged students attending CGGS year on year Increased numbers of disadvantaged students engaging in extracurricular clubs and trips, evidenced through attendance data, Targeted recruitment of disadvantaged students for extra curricular activities through year 7 extra curricular 'Freshers' Fair'
Successful transition from key stage 2 to 3 for disadvantaged students and increased numbers of disadvantaged students staying on the 6 th form at Calday	Learning Mentor/ Learning Support team to provide enhanced transition activities for year 6 students to encourage sense of belonging and embed transition. Student voice activities evidence successful transition Sixth Form Assistant Pastoral Leader to work with disadvantaged students from the start of year 11 to ensure students are aware of support available to them, such as 6 th form bursary, if they choose to stay on at Calday Increased numbers of students staying on at Calday by 2024/25
Increase access to technology, LRC and study skills support for all students, particularly disadvantaged students to supplement for home learning opportunities	High numbers of students using the LRC at lunch times- see data acquired through the Paxton system. High numbers of disadvantaged students using the LRC during extended opening hours and accessing additional transport to facilitate this.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of well-being as evidenced by:- Student voice, school council, student and parent/carer surveys and staff observations. Increase in participation in extracurricular activities Feedback from Learning Support initiatives and Wellbeing Coordinator led nurture groups/ activities
To achieve and sustain improved attendance for all students, particularly those who are disadvantaged.	Sustained high attendance with a starting point of 94% by Summer 2022 (Actual achieved Summer 2022: 88.56%). Attendance gap between disadvantaged students and their peers reduced. Percentage rate of persistent absence amongst disadvantaged students reduced by Summer 2024/25.

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: £ 12,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead Post to obtain, analyse and share student data and support staff in providing CPD and INSET for all teaching staff</p>	<p>In Addressing Educational Disadvantage in Schools and Colleges: The Essex Way (2021) Rowland states that ‘the most effective schools create capacity and provide the expertise and support for teachers and other staff to better meet the needs of disadvantaged learners’. Hence the responsibilities of the Pupil Premium Lead are as follows:-</p> <p>To monitor disadvantaged students’ academic attainment, progress, attendance and behaviour through the analysis of data, communication with staff and student observation if necessary.</p> <p>To liaise with members of the Senior Leadership Team, Learning Support Team and Pastoral Team.</p> <p>To ensure that staff are aware of pupil premium students, their progress and their needs.</p> <p>To evaluate the impact of intervention strategies, for example, through pupil voice, data analysis, teacher feedback and parent/carer feedback.</p> <p>To report these findings periodically to SLT with proposals for further action.</p>	<p>1, 2, 4,7</p>

	<p>Staff training was delivered on the INSET day in April 2022 and continuing training in September 2023.</p> <p>Dedicated TLR post established to support PP students.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor Support.	<p>To provide one to one and group study skills sessions for disadvantaged students.</p> <p>To monitor and support their attendance and engagement.</p> <p>To support the mental health and wellbeing of all students including disadvantaged students; this underpins positive attitudes to learning.</p>	6,4,7
Additional Maths and /or English support for LAC/ PLAC students	<p>Effective strategy deployed last year to raise attainment and bridge the gap between disadvantaged students and their peers. Student, staff and parental feedback supports this.</p>	1,2
Extended Learning Resource Centre opening hours staffed by Learning Mentor offering study support sessions for students before and after school.	<p>Offer extended access to LRC and Learning Mentor Support to facilitate the completion of homework and extend private study opportunities raised at student Council in October 2021 and in parental survey November 2021.</p> <p>Student numbers using the facility will be reviewed.</p>	5
Provision of revision guides and other educational resources	<p>Student and teacher feedback supports this an effective strategy.</p>	3

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

Budgeted cost: £45,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school counsellor hours.	Provide direct access to mental health support for disadvantaged students who struggle to access services outside of school hours. Student and parent/ carer feedback supports this initiative.	4
Funding student travel costs	Academic year 23/24 £31,126 was spent on travel passes from the PP budget. Budget for 24/25 is £30,000	3
Funding school uniform and sports kit	Academic year 23/24 £1,850 was spent on uniform and kit from the PP budget. Budget for 24/25 is £3,500.	3
Funding extracurricular music lessons/ clubs and trips	Increase in enjoyment and cultural engagement with the school. Student and parent/ carer feedback supports this initiative. Academic year 23/24 £9,388 was spent on extracurricular activities. Budget for 24/25 is £11,800.	3

Total budgeted cost: £ 99,681

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2023-2024

SMID data from internal exams years 8,9 based on average point score and years 10 and external exams years 11 based on Progress 8.

Pupil premium figures are shown first

Year 8- 18 students

English 0.00 v -0.00

Maths 0.00 v -0.01

APS 0.04 v 0.04

Year 9- 29 students

English -0.03 v -0.08

Maths 0.0 v 0.01

APS 0.00 v 0.05

Year 10- 19 students

English 11.0 v 11.1

Maths 12.1 v 13.1

P8 0.58 v 0.46

Year 11- 21 students- GCSE results 2024

English 12.0 v 13.0

Maths 12.5 v 13.7

P8 -0.35 v 0.31

Pupil Premium spending 23/24

Teaching & Learning	£ 22,236
Targeted Academic Support	£ 57,895
Wider Strategies	£ 46,703
Total	£ 126,835

Pupil Premium funding was used to provide:

- a Learning Mentor to support students with any barriers to learning;
- additional tuition, especially in English and Mathematics;
- support for education and enrichment visits;
- financial support for attendance at University open days;
- additional peripatetic music lessons for students who would otherwise not be able to continue with their musical instrument lessons;
- additional counselling services for students to support the pastoral care provided by the School;
- other ad-hoc support including educational materials and resources based on the individual needs of our students.

Impact From different starting points, the proportions of students making expected progress in English and Mathematics are higher than the national figures; the proportions making better than expected progress is also above the national figures. Disadvantaged students outperform similar students at a national level, with some individuals matching the attainment of non-disadvantaged students at the school.

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
Additional tuition to address barriers to / gaps in learning- school provide percentage of costs	In school Intervention/ Private Tutors
Additional English support and coaching for disadvantaged students	English Intervention/ Private Tutors
External Maths, Science and English tuition for disadvantaged students	Private tutors

Further information (optional)

1. Literacy work - The school has implemented Bedrock Literacy and an additional library lesson as part of Personal Development for all year 7 students. We have also provided all form groups in Years 7 and 8 with a set of class readers for a 30-minute reading session in form time each week. In 2023-24, Bedrock literacy has been rolled out to include Year 7 + Year 8 cohorts. These initiatives are not PP dependent. 2024-25 will see further rollout to include Years 7 - 9 cohorts.
2. R&D work undertaken by the PP lead focused on reducing barriers for those students who were not engaging with the school's extra curricular offer last academic year. The engagement of PP students was a main focus but not exclusively so. The group is equally focused on celebrating the success of PP students in KS4 in terms of attendance, progress 8 and extra curricular engagement.
3. The staff has a greater awareness of engaging PP students with out of class activities, such as access to football tickets and school trips. Staff are giving PP students enhanced opportunities to increase their cultural capital in line with their peers.
4. The school has now embedded PP focused student voice opportunities in addition to the general student voice activities.