

Pupil Premium Strategy 2021/22 - 2023/24 December 2023

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.

In developing this strategy, we have referred to the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium funding effectively](#).

School overview (updated for 2022/23)

Detail	Data
School name	The Grey Coat Hospital
Number of pupils in school	1,142
Proportion (%) of pupil premium eligible pupils	238 pupils (21%)
Statement authorised by	Susanne Staab Headteacher
Pupil premium lead	Cecily Cole Assistant Headteacher
Governor / Trustee lead	Elizabeth Gibson

Funding overview for 2022/23

Detail	Amount
Pupil premium funding allocation for 2022/23 including recovery premium funding	£235,789 £56,166
Carried forward from previous year	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	£291,955

Statement of Intent

Our intention always is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to continue to achieve well above their PP peers nationally and to continue to narrow/close the gap

with their non-PP peers in school, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, and who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Over time, The Grey Coat Hospital has been very successful in promoting high aspirations and attainment for all students including those who are Disadvantaged. Following public examinations **in summer 2019**, the school's Progress 8 score for PP students was +0.79 (+0.76 overall), showing that PP students achieved well above the national picture. The attainment gap between PP students and their non-PP peers in school had been narrowing over time. The percentage of PP students at school gaining five or more grades 9-5 including English and Mathematics rose from 58.5% in 2018 (77.1% for non-PP students) to 62.2% in 2019 (76.6% for non-PP students).

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes; have the highest expectations of what they can achieve; and share effective strategies across departments in school

Our School Development Plan outlines a range of aims intended to benefit all groups of students including the Disadvantaged and those with SEND.

Challenges

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

Challenge number	Detail of challenge
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1	<p>The attainment of disadvantaged pupils in Mathematics is generally lower than that of their non-PP peers in our school; and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. This issue has been heightened due to the cumulative disruptive effect of the pandemic. In 2021, 46.3% of PP students attained a grade 9-5 in Mathematics, compared to 84.4% of non-PP students in school (national comparator awaited).</p> <p>CATs Assessments (quantitative element) on entry to year 7 in the years 2020-21 and 2021 to 2022, indicate that there is an average of an 8-point gap between our disadvantaged pupils and those who are not Pupil Premium.</p> <p>In September 2022-23, there is a 6-point gap. Subsequent internal and external (where available) assessments show that this gap widens during pupils' time at our school.</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>In 2021, 80.5% of PP students attained grades 9-5 in English, suggesting that the English department has exceptionally effective strategies in place to address the initially lower starting points of PP students.</p> <p>Verbal reasoning CATs scores - On entry to year 7 in the years 2020-21 and 2021 to 2022, there has been an average of a 9-point gap between our disadvantaged pupils and their peers.</p> <p>In September 2022-23 there is an 11-point gap. This gap remains steady during pupils' time at our school.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Information from well-being surveys, observations, discussions with families and data from Inclusion panels indicates that disadvantaged pupils often lack resilience, struggle with taking risks with their work and struggle to self-regulate.</p> <p>Further to this, many pupils have identified difficulties with social, emotional and mental health needs (diagnosed by medical professionals). This is particularly apparent when they are faced with more challenging tasks or when under the pressure of exams/tests; and is partly driven by concern about catching up lost learning and exams/prospects. The</p>

	<p>lack of enrichment opportunities due to the pandemic appears to be another significant factor. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The wellbeing of all pupils during the periods of national lockdown was monitored rigorously. All students were affected emotionally and socially during this time. This was evidenced by the increase in referrals to the Inclusion Panels. During the pandemic, more students were referred to the Inclusion Department via the Inclusion Panels (average of 4 per year group each week). 121 pupils (41 of whom are disadvantaged) currently require additional support with their social and emotional needs, with 84 (37 of whom are disadvantaged) currently in receipt of intervention (e.g., Individual support from MIND, Individual Therapeutic support from the School Counsellors, Learning Mentor Support and small group work).</p> <p>In September 2022/23, the ongoing cumulative impact of the pandemic still manifested in several issues, although a plateau had been reached:</p> <ul style="list-style-type: none"> • Attendance rates • Social interaction and friendship issues • Self-harm • Overuse of social media and other online platforms • Lack of resilience • Immaturity • Gaps in skills and knowledge
5	<p>Historically, Disadvantaged students have excellent levels of attendance at GCH.</p> <p>As the pandemic's cumulative impact becomes stronger, we anticipate increased levels of absence among disadvantaged students going forward.</p>

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
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths.</p>	<p>By the end of our current plan in 2023/34, taking account also of a re-adjustment of grade distributions as determined by OFQUAL, we aspire to:</p> <ul style="list-style-type: none"> • 79% or more of our disadvantaged pupils attaining five or more grades 5 including English and Mathematics. (In 2021, 46.3% of PP students attained five or more grades 9-5 inc English and Mathematics, compared to 85.2% of non-PP students in school. In 2020, 74% vs 83.2%, and in 2019, it was 62.2% vs 76.6%.)

	<ul style="list-style-type: none"> • 55% or more disadvantaged students attaining grades 9-5 in EBACC. In 2021, 36.6% of PP students attained grades 9-5 in EBACC vs 74.6% of non-PP students. In 2020, those figures were 64% vs 74.8% and in 2019, 44.4% vs 63.6%.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Meeting specific highlighted material needs of students such as electronic devices, educational resources, music lessons, funding educational trips and visits; and helping with necessities
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2023/24 academic year being as follows:</p> <ol style="list-style-type: none"> 1. Overall attendance = 95% 2. Disadvantaged students' attendance = 95% 3. The attendance gap between disadvantaged students and their peers reducing (reduce 1.1% differential) 4. Persistent Absence for all students to be at 5% <p>These aspirational targets must be seen in the national context of continued low levels of attendance owing to the cumulative adverse impact of the pandemic.</p>

Actions in 2022/23 to address the challenges outlined above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £133,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchased standardised diagnostic assessments.</p> <p>Trained staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3
<p>Enhanced our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Funded teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training)</p> <p>Added an additional GCSE maths class in Year 10 to allow more individualised support of students by teachers.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Funded professional development focussed on each teacher's subject area.</p> <p>Appointed the HOD English to a secondment on the SLT, to</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2, 3

<p>allow the rollout of a KS3 literacy review.</p> <p>Appointed the HOD History to a secondment on the SLT to allow the rollout of assessment for learning and examination preparation strategies.</p> <p>Added an additional GCSE English set to reduce class sizes and allow more individualised attention and support in English.</p>		
<p>Increased Counsellor hours to provide “supervision” for key pastoral staff who are dealing with significant mental health issues in students.</p> <p>Appointed a Staff Wellbeing Champion to assist with staff wellbeing strategies.</p>	<p>We refer to the latest DfE guidance at https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> <p>The Wellbeing for Education Return programme was launched in August 2020 to offer additional training and support to staff working in schools and colleges to respond to the additional mental health and wellbeing challenges as a direct result of the pandemic. The national training resources for local area experts can be found at Wellbeing for Education Return and a ready-to-use webinar for schools and colleges is available at Every interaction matters.</p> <p>The DfE guidance refers to Senior mental health lead training as supporting Education Recovery.</p>	3, 4

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

Budgeted cost: £87,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopted a targeted reciprocal teaching programme as a reading intervention for	Reading comprehension strategies can have a positive impact on pupils’ ability	2

disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Engaged with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who received tutoring were disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Secured, prepared, technically supported and issued additional laptops to PP students in KS3 and KS4, to support home learning.	We refer to the latest DfE guidance on Education Recovery (Dec 2021) at https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021 which contains the OFSTED-themed reviews of schools carried out during the academic year 2020-21.	3
Designated a Learning Mentor within the Inclusion Department to give one-to-one support.	See above	1, 2, 3, 4
Created additional support blocks in the timetable to assist with individual/small group catch-up teaching.	See above	1, 2, 3
Ran a homework club for identified KS3 and KS4 students.	See above	1, 2, 3

Organised subject-specific interventions by teaching staff.	See above	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £71,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implemented principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff were trained to develop and implement new procedures.</p> <p>Staff hours and a new platform to further engage parental contact</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>We refer to the latest DfE guidance on Education Recovery at https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021</p>	5
Set aside contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	Yes - all
Maintained counsellor hours to provide additional one-to-one support for identified students in school.	We refer to the latest DfE guidance at https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges	4,5
Organised more small group sessions with MIND.	See above	4,5
Utilised an Educational Psychologist to support work around EHCP applications.	See above	1,2,3
Arranged for alternative provision for KS4 pupils	See above	1,2,3,4,5

in exceptional circumstances.		
Provided parental workshops on how to support teenage children.	See above	4, 5
Assessed students for Exam Access Arrangements and provided support accordingly.	We refer to the latest DfE guidance on Education Recovery at https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021	1, 2

Total budgeted cost: £291,955

Outcomes in summer 2023

Over the past academic year, our Pupil Premium Strategy has, again, had a strong positive impact.

In **October 2022**, OFSTED rated the school “outstanding” overall and in all categories. This judgement was in recognition of the fact that all groups of students, including the Disadvantaged, are very well supported at the school in making strong progress well above their peers nationally. This judgement was further supported by the summer 2023 examination results and attendance data.

In summer 2023, when grade distributions reverted to the 2019 picture, our students achieved outstanding results overall, and improved on their performance in 2019. In our Year 11 cohort, the percentage of grades achieved at 9-5 in English and mathematics was 78%.

Performance of Disadvantaged students is well above the national picture in 2023

The in-school gap has widened compared to 2019, with 63.2% of grades in English and mathematics at 9-5 for our Disadvantaged students, and 82.5% for non-Disadvantaged students. This reflects directly the adverse impact of the pandemic nationally.

In comparison to the national picture in 2023, our Disadvantaged students have attained well above the national average for Disadvantaged students, and their progress well exceeds that of Disadvantaged students nationally.

Attendance of Disadvantaged students is well above the national picture in 2023

Overall, attendance across 2022/23 for Disadvantaged pupils was 95.2% (national 87.3%) compared to 96.1% (national 93.9%) for their non-Disadvantaged peers.

