

# The Grey Coat Hospital - 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.

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

Detail	Data
School name	The Grey Coat Hospital
Number of pupils in school	1,118
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Susanne Staab Headteacher
Pupil premium lead	Cecily Cole Assistant Headteacher
Governor / Trustee lead	Elizabeth Gibson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (to be confirmed)	£220,000
Recovery premium funding allocation this academic year (to be confirmed)	£28,783
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<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	£248,783

# Pupil premium strategy plan 2021/2 to 2024/5

## Statement of intent

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

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, showing that PP students achieved well above the national picture. This is part of a pattern of high attainment over time.

**In summer 2020**, following the external moderation of Teacher Assessed Grades, 74% of PP students at The Grey Coat Hospital attained five or more grades 9-5 in English and Mathematics, compared to 30.4% of PP students nationally.

**In summer 2021**, following the confirmation of Teacher Assessed Grades by external moderation, 46.3% of PP students at The Grey Coat Hospital attained five or more grades 9-5 in English and Mathematics. Breaking this down further, 80.5% of PP students attained grades 9-5 in English and 46.3% of PP students attained grades 9-5 in Mathematics. FFT data for 2021 suggests that PP students at The Grey Coat Hospital have continued to attain above the national average (of those schools which submitted data to FFT).

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 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.

In summer 2019, the Year 11 Progress 8 score overall was +0.76, showing that the range of strategies employed benefited the year group overall, resulting in well above average progress.

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

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're 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 and raise expectations of what they can achieve
- Share effective strategies across the departments in the school

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

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils in Mathematics in 2021 was lower than that of their non-PP peers in 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 last 2 years indicate that there is an average of an 8-point gap between our disadvantaged pupils and those who are not Pupil Premium. 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</p>

	<p>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 last 2 years, there has been an average of a 9-point gap between our disadvantaged pupils and their peers. 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 lack resilience, struggle with taking risks with their work and struggle to self-regulate. Further to this, many pupils have identified difficulties with social, emotional and mental health (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 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>
5	<p>Disadvantaged students have excellent levels of attendance at GCH (overall absence rate of 7.8% nationally compared to 2.9% at GCH. That said, we strive for excellence and will target the 1.1% differential as we move forward (2.9% compared to 1.8%). 22.6% of disadvantaged students are deemed persistent absentees, compared with 77.4% of their non-disadvantaged peers.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Maths.	<p>By the end of our current plan in 2024/25, we aspire to:</p> <ul style="list-style-type: none"> <li>79% or more of 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%.)</li> <li>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%.</li> </ul>
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 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>Meeting specific highlighted material needs of students such as electronic devices, educational resources, music lessons, funding educational trips and visits; and helping with necessities</li> </ul>
To sustain high attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/2025 academic year being at:</p> <ol style="list-style-type: none"> <li>Overall attendance = 98%</li> <li>Disadvantaged students' attendance = 98%</li> <li>The attendance gap between disadvantaged students and their peers reducing (reduce 1.1% differential)</li> <li>PA% for all students being at 3%</li> </ol>

Activity in this academic year 2021-22

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: **£106,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for 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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund 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>We will add 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><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></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><a href="#">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	<p>1, 2, 3</p>

<p>We will appoint the HOD English to a secondment on the SLT, to allow the rollout of a KS3 literacy review.</p> <p>We will appoint the HOD History to a secondment on the SLT to allow the rollout of assessment for learning and examination preparation strategies.</p> <p>We will add an additional GCSE English set to reduce class sizes and allow more individualised attention and support in English.</p>	<p>linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a></p>	
<p>Increase of Counsellor hours to provide “supervision” for key pastoral staff who are dealing with significant mental health issues in students.</p> <p>Appointment of a Staff Wellbeing Champion to assist with staff wellbeing strategies.</p> <p>Provide Mental Health First Aid Training for key pastoral staff.</p>	<p>We refer to the latest DfE guidance at <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></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 <a href="#">Wellbeing for Education Return</a> and a ready-to-use webinar for schools and colleges is available at <a href="#">Every interaction matters</a>.</p> <p>The DfE guidance refers to <a href="#">Senior mental health lead training</a> as supporting Education Recovery.</p>	3, 4

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

Budgeted cost: **£75,320**

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

programme as a reading intervention for 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: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging 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 receive tutoring will be 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
Secure, prepare, technically support and issue 100 more 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 <a href="https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021">https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021</a> which contains the OFSTED-themed reviews of schools carried out during the academic year 2020-21.	3
Appoint a Learning Mentor within the Inclusion Department to give one-to-one support.	See above	1, 2, 3, 4
Create additional support blocks in the timetable to assist with individual/small group catch-up teaching.	See above	1, 2, 3
Run a homework club for identified KS3 and KS4 students.	See above	1, 2, 3

Organise 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: **£66,913**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training to develop and implement new procedures.</p> <p>An additional Attendance/support officer will be appointed to improve attendance.</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 <a href="https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021">https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-in-schools-autumn-2021</a></p>	5
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.	All
Increase counsellor hours to provide additional one-to-one support for identified students.	We refer to the latest DfE guidance at <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	4,5
Organise additional small group sessions with MIND.	See above	4,5
Utilise an Educational Psychologist to support work around EHCP applications.	See above	1,2,3
Arrange for home tutoring as an alternative provision for KS4 pupils	See above	1,2,3,4,5

in exceptional circumstances.		
Work with the Counsellor and external organisations to provide parental workshops on how to support teenage children.	See above	4, 5

**Total budgeted cost: £248,783**

**NOTE: The evaluation of our pupil premium strategy for 2020-21 is published separately on our website, under “financial information”.**