

Pupil premium strategy statement – The Grey Coat Hospital

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1140
Proportion (%) of pupil premium eligible pupils	258
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Susanne Staab Headteacher
Pupil premium lead	Cecily Cole Assistant Headteacher
Governor / Trustee lead	Elizabeth Gibson

Funding overview for 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£306,293
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£306,293

Part A: Pupil premium strategy plan

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.

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.

In the academic year 2024-25, there are 237 students on the Inclusion profile including (as of September 2024) 4 LAC children, 3 children with a child protection plan, and 9 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.

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

We will also look to wider strategies to support student attendance, extracurricular provision and providing targeted academic support.

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.	There remains an in-house attainment gap between disadvantaged and non- disadvantaged pupils. This is marginally more pronounced in Maths than English and the overall Maths 9-5 grades are below that of English. English 9-5: • PP: 78.9% • Non-PP: 94.4% Maths 9-5: • PP: 63.2% • Non-PP: 84.9% When comparing our PP students' performance to national averages, our students continue to be well above other PP students nationally.
2	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
3	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. 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. . There are greater barriers to participation in extra-curricular activities for pupil premium students both in terms of attendance at clubs and participation in school visits. The ongoing cumulative impact of the pandemic still manifested in several issues, although a plateau had been reached: • 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

4	Historically, Disadvantaged students have excellent levels of attendance at GCH. In the continued landscape of falling attendance and increased persistent absence at school we need to ensure that poor attendance does not adversely affect students in receipt of pupil premium.
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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, Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan 24/25 we aim to reduce the attainment gap between PP and non-PP students.
Improved reading and 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	Sustained high levels of wellbeing from 2023/24 demonstrated by: • 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	Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2024/25 academic year being as follows: 1. Overall attendance = 95% 2. Disadvantaged students' attendance = 95%

	3. The attendance gap between disadvantaged students and their peers reducing . 4. Persistent Absence for all students to be at 5% 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
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Activity in this academic year 2024-25

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £194,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchased standardised diagnostic assessments. Trained staff to ensure assessments are interpreted correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Added an additional GCSE maths class in Year 10 to allow more individualised support of students by teachers. Added an additional GCSE English set to reduce class sizes and allow more individualised attention and support in English	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: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk Reducing class size EEF	1

Purchase and use of Sparx to support student practice in Maths		
Literacy focus Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. HOD English to address all heads of department around topic of literacy	Improving Literacy in Secondary Schools EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2, 3
Maths HOD on secondment to SLT to review the use of homework and implement changes	Homework EEF	1, 2, 3
Increased Counsellor hours to provide “supervision” for key pastoral staff who are dealing with significant mental health issues in students. Appointed a Staff Wellbeing Champion to assist with staff wellbeing strategies.	We refer to the latest DfE guidance at https://www.gov.uk/guidance/mentalhealth-and-wellbeing-support-inschools-and-colleges 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. The DfE guidance refers to Senior mental health lead training as supporting Education Recovery.	2. 4

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

Budgeted cost: £ 60,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework club running on both sites every day after school to ensure that all students have access to a quiet space to work and support.	One to one tuition EEF Extending school time 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-schoolsautumn-2021/education-recovery-in-schools-autumn-2021 which contains the OFSTED-themed reviews of schools carried out during the academic year 2020-21	1, 2
Designated a Learning Mentor within the Inclusion Department to give one-to one support.	One to one tuition EEF	1, 2, 3 4
Created additional support blocks in the timetable to assist with individual/small group catch-up teaching.	Small group tuition EEF	1, 3
Organised subject-specific interventions by teaching staff.	As above	1, 3
Deployment of LSAs to support students as a group	Deployment of Teaching Assistants EEF	1, 2, 3,

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

Budgeted cost: £49,932

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implemented principles of good practice	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. We refer to the latest DfE guidance on	4

set out in DfE's Improving School Attendance advice. Staff were trained to develop and implement new procedures. Staff hours and a new platform to further engage parental contact	Education Recovery at https://www.gov.uk/government/publications/education-recovery-in-schools-autumn-2021/education-recovery-inschools-autumn-2021	
Monitor participation in extracurricular activities and trips accurately through Edulink Training to all staff on importance of inclusivity in these visits	The EEF Guide to the Pupil Premium EEF Persistent absence and support for disadvantaged pupils: Government response to the Committee's Seventh Report - Education Committee Enrichment activities key to boosting attendance, think tank says Tes	3, 4
Provided financial support to children in receipt of PP to ensure participation in curriculum related school visits including those abroad	Charging for school activities	3
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.	all
Maintained counsellor hours to provide additional one-to-one support	We refer to the DfE guidance at https://www.gov.uk/guidance/mentalhealth-and-wellbeing-support-in-schoolsand-colleges	1,3, 4

for identified students in school		
Utilised an Educational Psychologist to support work around EHCP applications	As above	1, 2, 3
Organised more small group sessions with MIND.	As above	3, 4
Arranged for alternative provision for KS4 pupils in exceptional circumstances.	As above	1, 3,4
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-schoolautumn-2021/education-recovery-inschools-autumn-2021	1, 3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

Outcomes in summer 2024 for disadvantaged pupils

Over the past academic year (2023-24) our Pupil Premium Strategy has had a strong and positive impact, building on the success of the October 2022 Ofsted 'outstanding' grade which recognised 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.

The summer 2024 examination results showed an improvement in the overall performance of all students including the performance of disadvantaged students.

In our year 11 cohort the overall percentage of grades at 9-5 in English and maths was 83.6%, a 5% improvement on the results of 2023.

The in-school gap has lessened in comparison to the results of 2023 with 71.8% of grades in English and mathematics at 9-5 for our Disadvantaged students (63.2% in 2023), and 87.5% for non-Disadvantaged students (82.5% in 2023).

In comparison to the national picture in 2024, 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 2024. Overall, attendance across 2023/4 was 94%. For Disadvantaged pupils was xxxx% (nationalxxxx) compared to xxxxx% (national xxxx%) for their non-Disadvantaged peers.

Last academic year (2022-23) the attendance was as follows:
Disadvantaged pupils was 95.2% (national 87.3%)
Non-Disadvantaged peers: 96.1% (national 93.9%)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.