

The Grey Coat Hospital - Pupil Premium Strategy 2025/26

This statement details our school's planned 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	1,161
Number and proportion (%) of pupil premium eligible pupils	264 22.73%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Susanne Staab, Headteacher
Pupil premium lead	Cecily Cole, Assistant Headteacher
Governor Lead	Elizabeth Gibson, Chair of Governors

Funding overview for 2025/26

Detail	Amount
Pupil premium funding allocation this academic year	£266,811
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£266,811

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 at least good progress and attain highly across the curriculum, particularly in English and mathematics, and in other 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, LAC and post LAC students, and those who are young carers.

As of September 2025, there are 237 students on the Inclusion profile including 4 LAC children, 10 PLAC children, 3 children with a Child Protection Plan, and 13 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.	<p>When comparing our PP students' performance to national averages, our students continue to attain well above other PP students nationally. This is a sustained three-year trend for the school.</p> <p>A specific challenge in 2025/26 will be to further reduce the in-house gap in performance for PP students at grade 9-5 between English (8.5%) and Mathematics (15.4%).</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. There is also a gap in the attainment of Disadvantaged and non-Disadvantaged students in Maths and Science by the end of KS3.</p>
3	<p>Observations, discussions with families and students, 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.</p>
4	<p>Historically, Disadvantaged students have excellent levels of attendance at GCH. In spite of the continued national landscape of falling attendance and increased persistent and severe absence, at our school Disadvantaged students well exceed national averages, and the in-house gap is very small. We need to maintain this strong picture by working to ensure that poor attendance does not adversely affect students in receipt of Pupil Premium 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
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<p>Improved attainment among Disadvantaged pupils across the curriculum at the end of KS4.</p> <p>Further narrow the gaps between PP and Non-PP students in Maths and English.</p>	<p>By the end of our current plan 25/26 we aim to further reduce the attainment gap between PP and non-PP students.</p>
<p>Improved reading and comprehension among disadvantaged pupils across KS3</p> <p>Narrow attainment gaps in Science and Maths by the end of KS3 through targeted intervention.</p>	<p>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.</p> <p>Evidence of improved attainment in end of year assessment in Science and Maths.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged</p>	<p>Sustain high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an 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.
<p>To sustain high attendance for all pupils, particularly our Disadvantaged pupils.</p>	<p>Sustained high attendance of disadvantaged pupils resulting in attendance measures in the 2025/26 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 further narrowing. 4. To further narrow the gap in persistent absence between Disadvantaged and non-Disadvantaged

	students and to further reduce persistent absence overall.
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Activity in this academic year 2025-26

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: £380,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchased standardised diagnostic assessments.	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
An additional GCSE Maths class in Year 10 and 11 to allow more individualised support of students by teachers.	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)	1
Purchase and use of Sparx to support student practice in Maths		1, 2
An additional GCSE English set in year 10 and 11 to reduce class sizes and allow more individualised	Reducing class size EEF	1

attention and support in English		
Literacy focus Improved literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	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) School library which actively promotes reading for all students. The Librarian shares data with Form Tutors and the English department for follow up interventions where necessary.	1, 2, 3 1, 2
Continue to offer Counsellor hours to provide “supervision” for key pastoral staff who are dealing with significant mental health issues in students. Retain a Staff Wellbeing Champion to assist with staff wellbeing strategies.	We refer to the latest evidence and recommendations on staff wellbeing in Schools. For example, the Teacher Wellbeing Index . All decisions are made taking account of impact on staff wellbeing and points raised by staff through the Staff Forum and surveys.	2, 4

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

Budgeted cost: £ 46,740

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	One to one tuition EEF Extending school time EEF	1, 2, 3

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

Budgeted cost: £30,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Additional staff to be trained to develop and implement attendance procedures.</p> <p>Embed the Edulink platform to ensure parents have access to an up-to-date record of their child's attendance and are engaged with this.</p> <p>Continue to work with external agencies to support student attendance.</p>	<p>Supporting school attendance EEF</p>	<p>4</p>
<p>Monitor participation in extracurricular activities and trips accurately through Edulink.</p> <p>Training to all staff on importance of inclusivity in these visits.</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>Enrichment activities key to boosting attendance, think tank says Tes</p>	<p>3, 4</p>

<p>Provided financial support to children in receipt of PP to ensure participation in curriculum related school visits including those abroad.</p> <p>Support music provision for Disadvantaged students on an individual basis and on request.</p>	<p>Charging for school activities</p>	3
<p>Set aside contingency fund for acute issues.</p>	<p>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.</p>	all
<p>Maintained counsellor hours to provide additional one-to-one support for identified students in school</p>	<p>We refer to the DfE guidance at https://www.gov.uk/guidance/mentalhealth-and-wellbeing-support-in-schoolsand-colleges</p>	1,3, 4
<p>Utilised an Educational Psychologist to support work around EHCP applications</p>	<p>As above</p>	1, 2, 3
<p>Organised more small group sessions with All Kind.</p>	<p>As above</p>	3, 4
<p>Arranged for alternative provision for KS4 pupils in exceptional circumstances.</p>	<p>As above</p>	1, 3,4
<p>Assessed students for Exam Access Arrangements and provided support accordingly.</p>	<p>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</p>	1, 3

Total budgeted cost: £458,062

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Outcomes in summer 2025 for Disadvantaged pupils

Over the past academic year (2024-25) our Pupil Premium Strategy has had a strong positive impact, further building on the strong picture highlighted in our October 2022 OFSTED report ('outstanding' overall and in all categories). This recognised the fact that all groups of students, including the Disadvantaged, were very well supported at the school in making strong progress well above their peers nationally.

The summer 2025 GCSE examination results saw our PP students achieve well above the national picture; this is a sustained three-year trend for the school.

There was also a **further reduction in the in-house gaps** between PP and non-PP students in **English and Mathematics**, specifically:

- The in-house gap between PP and non-PP students in English (grades 9-5) was 8.5%, which shows a **significant improvement** compared to the gap of 13.7% in 2024.
- In Mathematics, **PP students outperformed non-PP students** (grades 9-4) by 3.6% whereas in 2024, non-PP students outperformed PP students by 0.9%, indicating **significant further improvement**.

Attendance of FSM6 and not-FSM6 students was again well above the national picture in 2025; this is a sustained three-year trend. There was a small (1.9%) gap in attendance between FSM6 and not-FSM6 students in 2025.

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)

<i>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</i>
We do not have a statistically significant number of service children.
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.