

## 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.

### School overview

Detail	Data
School name	Weald of Kent Grammar School
Number of pupils in school	1932
Proportion (%) of pupil premium eligible pupils	2.9%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs E Bone, Headteacher
Pupil premium lead	Mrs S Clark, SDHT
Governor / Trustee lead	Quality of Care Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,255
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,615
<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	£79,150

# Part A: Pupil premium strategy plan

## Statement of intent

The core priority for the Weald of Kent in relation to our disadvantaged students is to ensure that differences are diminished, gaps are closed and each individual student is supported to achieve their potential and realise academic excellence and personal success.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attendance is around 3% lower than Not Pupil Premium attendance. Absence from school is likely to compound academic disparity.
2	Disadvantaged pupils are significantly more likely to require alternative educational provision. However, due to the small numbers involved, this represents statistically insignificant representation, but does suggest unique challenges of certain student groups within the school.
3	To ensure all students had access to online lessons and educational tools, all disadvantaged pupils were provided with electronic devices before lockdown
4	Based on the end of year 10 assessments, disadvantaged pupils in the current GCSE cohort have a gap of around one and a half grades in English and Science attainment grades compared to target grades. A gap of 0.7 exists in Maths.
5	The Maths attainment of disadvantaged pupils is generally lower than their performance in English and the Sciences through Key Stage 3.
6	Whilst disadvantaged pupils in KS3 achieve or exceed 92% of their target grades in the core subjects, this falls to 84% in Y10 and only 63% by the end of Y11. 83% of A-level students achieve or exceed their target grades, although it must be noted that this is a small cohort and statistically misleading.

## 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>Disadvantaged pupils will make accelerated progress and close learning gaps through full access to educational opportunities in order to achieve or exceed expected outcomes.</p>	<p>Improved attainment among disadvantaged pupils across the curriculum. Specifically:</p> <ul style="list-style-type: none"> <li>• At least 90% of disadvantaged pupils will achieve their target grades in the core subjects.</li> <li>• Performance of disadvantaged pupils will be closely monitored and any underachievement will be identified early and supported.</li> <li>• Learning gaps that have arisen as a result of Covid-19's impact on learning are closed through suitable free of charge interventions and support, including the provision of one-to-one tutoring for eligible students.</li> <li>• Free of charge intervention sessions, both within and outside of school time, are run by subject specialist staff and lead to identified levels of attainment and progress.</li> </ul>
<p>The material, social, emotional and mental health needs of disadvantaged pupils will be supported in order to provide the conditions required to engage and excel in their education.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students will have routine supportive contact to ensure they have access to the necessary curriculum resources, equipment, specific uniform items and other relevant items provided for them.</li> <li>• The provision of any necessary individual learning support via Student Services or external providers, including diagnostic testing, as required by any disadvantaged students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will have priority access to supportive provision such as one-to-one counselling support to improve their SEMH. This includes access to specialist external support that will benefit our disadvantaged students, such as Art Therapy and EP provision, as required.</li> <li>• All eligible students will have access to necessary curriculum resources and equipment, specific uniform items and uninterrupted learning via school-supplied electronic devices, so that any streamed lessons are accessible to all.</li> </ul>
<p>To enhance the cultural capital and opportunities for social mobility of disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will be supported to access a wide range of extra-curricular activities including culturally enriching visits, educational visits, workshops, super-curricular activities and accreditations.</li> <li>• Disadvantaged pupils are encouraged and supported to access University and College visits.</li> <li>• All eligible students are supplied with an electronic reading device to support their wider reading and enhance their access to cultural capital.</li> </ul>

## 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: £28,876

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of effective online lessons and remote learning opportunities for students with Covid-related absences or during any future school closures.</p>	<p>There is a comprehensive research base to evidence that disadvantaged and other vulnerable pupils have been hit hardest in many respects, including lost learning, wellbeing and safeguarding concerns.</p> <p><a href="#">Education Endowment Foundation (2020) Remote Learning, Rapid Evidence Assessment</a></p>	<p>3, 4, 5, 6</p>
<p>Licensing of standardized diagnostic assessments. Staffing costs to administer and analyse assessment results.</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>4, 5, 6</p>
<p>CPD to support Quality First Teaching with a particular focus on PP and disadvantaged pupils.</p> <p>We will fund teacher release time for CPD and collaborative partnership support.</p>	<p>Whilst national reporting measures consider Pupil Premium students as a homogeneous group, the needs of disadvantaged students at Weald are quite distinct from typical Pupil Premium needs. As such, a school-specific approach is required, informed by relevant evidenced-based research and recommendations.</p> <p><a href="#">The Sutton Trust Potential For Success</a> and also the EEF's <a href="#">Effective professional development includes both initial training as well as high-quality follow-on coaching</a></p>	<p>1, 4, 5, 6</p>

<p>Enhancement of our KS3 maths teaching and curriculum planning in line with DfE and EEF guidance.</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>	5
<p>We will fund teacher release time to embed key elements of the guidance in school, to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p><a href="http://www.gov.uk">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="http://educationendowmentfoundation.org.uk">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £29,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one tuition for disadvantaged pupils, particularly those in KS4, who are not making expected progress.</p> <p>Our intention is to provide this internally wherever possible, offering overtime payments to Weald of Kent staff who understand the curriculum and student profile.</p>	<p>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:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4, 5, 6
<p>Intervention group support sessions to run during lunch times and outside of school hours to support</p>	<p>And in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5, 6

disadvantaged and underachieving students		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £14,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated support from our Family Liaison team to identify and support specific challenges faced by individual disadvantaged pupils and their families, in collaboration with the Director of Inclusion to ensure that supportive measures are identified, relevant and meaningful for individuals within this cohort.	Creating a Team Around the Child approach and <a href="#">involving parents</a> as active partners	1, 2, 3, 4, 5, 6
Adopting a range of interventions to develop resilience and students' emotional well-being and mental health, including, but not limited to, accredited peer mentoring programmes, counselling provision, art therapy, CBT, ELSA support etc.	The <a href="#">Education Endowment Fund's</a> research concludes that the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year, according to the	1, 2

**Total budgeted cost: £72,579**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments during 2020/21 evidence that the performance of disadvantaged pupils was lower than the wider school community. However, Pupil Premium students at Weald of Kent significantly outperform national Pupil Premium students. This trend is similar for the attendance of Pupil Premium students when compared to the wider school community and national Pupil Premium figures.

Attendance figures for Pupil Premium students were significantly lower than previous years, but in line with whole-school attendance patterns due to the impact of Covid-19. As evidenced in schools across the country, partial closure was most detrimental to disadvantaged pupils. The provision of resources for Pupil Premium students required significantly higher expenditure than expected, but provided vital support and access to remote learning during national school closures as well as periods of partial-closures affecting bubbles within the school. In addition to equipment provided throughout the year, all disadvantaged pupils were provided with Kindles at the end of the academic year to promote independent reading over the summer holiday.

External reviews during the 2020/21 academic year led to a restructuring of the existing leadership and the allocation of Pupil Premium responsibility to a newly created post within the Senior Leadership Group for the 2021/22 academic year.

Whilst Pupil Premium students at Weald of Kent represent a significantly smaller proportion of the school community than national expectations, the needs of this cohort are unique and differ from the challenges of the majority of Pupil Premium students both locally and nationally. As such, strategies which are widely considered to be best practice do not necessarily apply in this setting. A review of the existing, bespoke support has led to a new strategy for the 2021/22 academic year, in which a universal approach is combined with and supplemented by a personalised package of support.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our vision and ambition for Pupil Premium students involves inclusion in the whole school community. It is a considered approach to make provision available for the wider school community to normalise accessing support and ensure we are avoiding any stigma associated with the provisions in place to support disadvantaged pupils.