

Pupil premium strategy statement 2023-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barton Court Grammar School
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Mr J Hopkins
Pupil premium lead	Mrs S Smith
Governor / Trustee lead	Mr M Slowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£88,200

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 in line with their peers.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve high attainment to ensure that there are no barriers to Post 16 and Post 18 pathways.

High-quality teaching and learning is at the heart of our approach. Teaching and learning strategies which follow the PP Pledge, Quality F1RST and Thinking Schools approaches have 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through Saturday and twilight catch up sessions 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 assessments including, but not limited to, mini-mock and mock examinations. 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 in all lessons following the PP Pledge, Quality F1RST teaching and Thinking Schools strategies
- act early to intervene at the point need is identified
- adopt whole school approaches in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal monitoring and assessments shows a gap in Progress 8 attainment scores, with disadvantaged students achieving lower scores than their non disadvantaged peers.
2	Attendance of disadvantaged students is lower than their non disadvantaged peers.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.
5	Disadvantaged students show lower engagement/ participation in extracurricular and super-curricular activities and trips/visits/activities than non-disadvantaged peers.

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
High attainment amongst disadvantaged pupils across the curriculum at the end of KS4.	Internal monitoring showing no distinction between the learning experience of disadvantaged students and the rest of the cohort. PP P8 scores in line with non PP students and the P8 gap narrows. The P8 score improves from 0, 2019, and becomes increasingly positive in 2024.

Improved attendance of disadvantaged students. Attendance of disadvantaged students is in line with their peers.	Disadvantaged student attendance in line with non-disadvantaged: > 96%
Wellbeing of disadvantaged students is supported and provision is identified for students' needs	<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. • qualitative data regarding disadvantaged students accessing school counselling
Improve metacognition/ self-regulation strategies for lower attaining disadvantaged pupils to equip them with appropriate strategies to build resilience.	Teacher reports and class observations suggest non-disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. Students have an increased repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.
Disadvantaged students engage in extra-curricular and super-curricular activities trips/visits/activities at the same rate as their peers.	Disadvantaged students showing high engagement/ participation in extracurricular and super-curricular activities and trips/visits/activities to promote cultural capital. Disadvantaged students represented in Student Voice and in Student Leadership positions. High aspirations for the future with destinations in-line with their non-disadvantaged peer group.

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: £33,877.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality F1rst teaching. PP pledge, Thinking schools	Quality F1rst teaching in lessons is essential to have significant impact on the progress of disadvantaged students. The PP Pledge – the school policy on strategically targeting PP students within teaching, learning and feedback and supporting these students first. Thinking School strategies encourage metacognition and the understanding through Learning2Learn sessions.	1, 4
Improved quality of assessment for disadvantaged students with a high focus on student responses/ DIRT and closing the feedback loop.	Assessment and feedback is a powerful tool in supporting disadvantaged students' learning. Quality F1rst teaching will ensure that students are receiving feedback in order to support their progress. All disadvantaged students exercise books to be marked first and feedback to be clear and robust; PP Pledge followed.	1, 4
Develop excellence in curriculum implementation by adopting retrieval practices to enable students to be able to recall more learned information from memory.	Curriculum areas regularly using retrieval practices. Summative Assessments use retrieval practice to assess past knowledge and skills together with current knowledge and new content.	1, 4
Engage with Education Endowment Foundation research and implement Toolkit strategies widely in teaching and learning. For example, Metacognition, feedback, oracy and	The Education Endowment Foundation Toolkits provide real life data about what has happened when particular approaches have been used in schools before for disadvantaged pupils. They provide high quality information about what is likely to be beneficial based on existing evidence – 'best bets' for what might work in our context.	4

oral language interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,255.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide study support sessions to pupils whose education has been most impacted by the pandemic that goes beyond the normal provision of in-lesson support, addressing the gaps that have arisen through the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Study support and Easter/May revision sessions. Provide tuition and teaching that 'goes beyond' the normal school day. Addressing and closing the gaps.	1, 4
Provision of additional targeted support and intervention in English, Maths and EBACC for relevant Y11 students. Provision of Y11 8+ programme to increase aspirations amongst the highest achieving pupils.	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 and in small groups: Small group evidence from Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
External company to provide bespoke revision techniques training to students in Y11 Learning2Learn sessions to develop students understanding of metacognition, memory and revision techniques.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment:	1, 4

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

Budgeted cost: £19.067

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Monitoring of attendance and quick actions being taken to target disadvantaged students absent from school.</p> <p>Embed AIM meetings to engage parents and hold them to account for attendance.</p>	<p>The DfE guidance has been used to inform strategies for engagement with schools that have significantly reduced persistent absence levels.</p>	2
<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p>	<p>In school statistics from wellbeing measurement framework, published in 2018, suggest that disadvantaged students have a lower sense of positive wellbeing than their non disadvantaged peers. Students who do not have strong feelings of positive wellbeing are less likely to make effective progress or attend school.</p>	2, 3
<p>Embed pastoral support to realise improvements in well-being and resilience.</p> <p>1:1 counselling, emotional support groups, staff mentoring support; use of external services.</p>	<p>Resilient and happy students are likely to attend school, engage in lessons and realise their academic aspirations.</p>	3

Financial Support with purchase of materials to aid learning/attendance	Disadvantaged students are not always privileged to have additional financial support for revision guides and additional resources. This, for some students, can be a barrier to attendance and/or engagement in specific lessons.	5
Supporting disadvantaged students in developing cultural capital by attendance at extracurricular and super-curricular clubs/activities, trips and activities/events. Support disadvantaged students to become involved in Student Voice and form Student Leadership posts.	Students with access to cultural capital are more able to make synergic links between topics learned and real world applications. Support Pupil Premium students in paid for extracurricular activities such as music tuition and music grade examinations. Students involved in Student Voice/Leadership feel valued and engaged with the school and their learning	5

Total budgeted cost: £88,200