

# **Pupil Premium Parent Report**

## **(Sep 2020-Aug 2021 and projection for Sep 2021-Aug 2022)**

### **Overview of the school**

Total number of students on roll in Years 7-13 = 1105. Total number of students on roll in Years 7-11 = 801

Total number of pupils eligible for Pupil Premium Grant last year (2020-2021) – 67 students in Years 7 to 11 (i.e. 8.5%)

Total number of pupils currently eligible for Pupil Premium Grant (2021-2022) – 67 students in Years 7 to 11 (i.e. 8.34%)

Total amount of Pupil Premium Grant projected for year 2021-22 = £65,485 (compared with £64,094 in 2020-21)

### **Nature of Pupil Premium support 2020/2021**

We continued to fund the system of tracking and intervention developed to support disadvantaged students. This has been enhanced to include regular, methodical checks on patterns of attendance using FFT Aspire's Attendance Tracker as this was previously identified as a root cause of a gap in progress between disadvantaged and non-disadvantaged students.

Individual bursaries were awarded to provide access to uniform, equipment and specific learning opportunities offered outside the common curriculum and to support engagement in extra-curricular clubs and events; however, the opportunities for the latter were restricted by the COVID emergency.

We audited students' access to the IT resources necessary to access remote learning and provided devices where appropriate. We were also able to access some additional laptop resources through a national fund.

Metacognitive support for revision had been identified as one of the targets that would disproportionately benefit disadvantaged students. The Teaching Development Group was instrumental in developing the pedagogy of knowledge retrieval. Revision strategies led by Science, English and Philosophy but with all subjects involved. Some departments developed bespoke knowledge organisers.

The Accelerated Reader Programme was our primary strategic goal to tackle the vocabulary gap which disproportionately affects disadvantaged students. Notwithstanding the limitations imposed by the COVID emergency, staff training was undertaken and the necessary systemic changes were made to enable us to launch this when students returned after lockdown

In the absence of our normal extra-curricular interventions, designed to support to the individual needs of the disadvantaged students we have enlisted a Disadvantaged Students' Champion to act as a strategic advisor and mentor. He has liaised with individual departments and will be deployed fully in 2021/2022.

### **Impact of Pupil Premium spending 2020/2021**

It is problematic to draw conclusions about the gap between the progress of disadvantaged and non-disadvantaged students at TBGS this year because the COVID19 pandemic removed our main objective comparative measure – external assessments. Nevertheless, the Centre Assessed Grades for Year 11 students, combined with internal assessments across the school, provided evidence that a disadvantage gap persists. The gap in Year 11 GCSE average grades was -0.2 (the overall average grade was a 7 but for disadvantaged students it was 6.8). There is also evidence of a lower level of progress among disadvantaged students than the rest of the cohort (+0.3 compared with +0.5 grades respectively per subject), albeit that this means disadvantaged students still achieved 0.3 grades above the targets derived from their Key Stage 2 performance on average in every subject.

### **Pupil Premium support strategy in 2021/2022**

Mindful of the additional gap that may have developed between students as a result of their diverse experiences of remote learning, we made it one of the school's development priorities to evaluate and address this issue and this will continue to be a focus in the coming year. In the meantime, we will continue to target the literacy gap as the most effective way of addressing disadvantage from the moment students are first admitted to the school by investing in Accelerated Reader. We will also continue to pursue our strategy of targeting high levels of attendance and will additionally deploy new resources to engage parents where necessary. Tracking the progress of disadvantaged students to identify where additional support, academic or pastoral, is needed remains a priority. We have deployed the services of a dedicated champion of disadvantaged students to monitor these students and make discreet interventions with appropriate staff. The emphasis will continue to be Quality First Teaching in the classroom, and the Teaching Development Group will consult and advise on further strategies. We have two teachers who are undertaking extended research projects in this area. This strategy will be re-evaluated in Sep 2022.

If you would like to know more about Pupil Premium, please contact Mr A.Kosmaczewski (Deputy Head) at the school.