

Pupil premium strategy statement 2023-2024: Torquay Boys' Grammar School

This statement details our school's use of pupil premium (and recovery 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	1094
Proportion (%) of pupil premium eligible pupils	8.01%
Academic year/years that our current pupil premium strategy plan covers (<i>3-year plan being developed for release in July</i>)	2023-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Headteacher: Pete Lawrence
Pupil premium lead	Shelley Godfrey
Governor / Trustee lead	Christine Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,072
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£13,520
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£69,592

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Torquay Boys' Grammar School is:

- to enable students to enjoy learning for its own sake, to develop their creative talents and to fulfil their intellectual potential.
- to provide individuals with the knowledge and skills to respond to a changing world with confidence and humility.
- to encourage each person to be reflective, open-minded and principled, so that they can make a positive contribution to their community and the wider world.

As a school community we are committed to ensuring that every young person in our care has consistent, equitable access to a Quality First education that can facilitate the unlocking of these aspirational goals, regardless of socio-economic background or other perceived disadvantage.

We want to ensure that we are partnering effectively with our students as well as their parents/carers, to ensure high impact, positive outcomes for all.

We aim to identify the specific barriers that Pupil Premium students at TBGS face and respond with high-impact, evidence-based strategies, planned carefully to meet their needs. Pupil Premium funding is clearly a key tool in breaking down education inequality and championing pupil progress, regardless of socio-economic context. This involves careful consideration and planning. It is our aim that strategies for managing Pupil Premium spend are clearly defined and responsive to the specific needs of our school community and the students within it.

Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose. As such, we are keen to ensure that priorities are properly diagnosed and that the impact of any measures adopted as a result can be accurately monitored.

Our overarching goal is to improve the outcomes of all, but particularly those who may face additional barriers, and therefore need our support most. We believe this is the responsibility of all staff.

Challenges

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

Challenge number	Detail of challenge
1	Encouraging positive attendance of disadvantaged students
2	Strengthening students' literacy skills
3	Strategically nurturing strong home/school partnerships to optimise outcomes for disadvantaged students
4	Quality First Teaching: equitable, consistent, specialist teaching staff for all students (ensuring PP students aren't negatively impacted by staff absence or inconsistent teaching)
5	Positive mental health and ongoing well-being of our disadvantaged students
6	Access to, and engagement with, extra-curricular opportunities
7	Robust careers support/guidance and opportunities to explore future pathways
8	Strengthening metacognitive skills/opportunities so PP students, in line with their peers, emerge as self-regulated, organised, autonomous learners

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
<i>Supporting & improving the attendance of our disadvantaged students</i>	Positive attendance data for our disadvantaged students (FFT Aspire Attendance Tracker to support this): continuous monitoring of this via ongoing pastoral conversations, and rapid-response intervention triggered/followed up within weekly pastoral meetings
<i>Improved literacy skills of our PP students</i>	Positive engagement with the Accelerated Reader Programme of PP students in Y7-9. Improved reading scores for these students. Evidence of cross-curricular engagement with strategic literacy opportunities across Y7-11 (supported by a reinvigorated literacy policy)
<i>Mental Health and well-being support accessible to PP students</i>	Opportunities for PP students to meet with School Counsellor and/or pastoral staff: collate records of this accessibility/uptake
<i>Strong careers advice/guidance for PP pupils</i>	Track and monitor engagement with CareerPilot; attendance at Careers Fair/Industry Insights/MedSoc; appointments with TBGS Careers Advisor
<i>Forging stronger home/school partnerships</i>	Attendance of parents/carers at key events. Positive communications (facilitated by simpler 'In-Touch Tuesday' approach)

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: £57,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employing specialist staff in all curriculum areas (and ensuring a strong bank of cover teachers). Managing teacher workload and promoting strong recruitment/retention of specialist staff</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments. Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning (EEF)	4
<i>Deputy Head of House role to closely track and monitor engagement, attainment, and progress of PP students</i>	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance (EEF)	1, 3
<i>Attendance Officer to support pastoral leads in tracking attendance</i>	As above	1, 3
<i>CPD: share key EEF evidence-based strategies to tackle the disadvantage gap and promote a bespoke, whole-school approach</i>	Toolkit of EEF strategies to tackle the disadvantage gap to be made accessible to all staff for maximum impact	3,4

<i>Teaching & Learning Group to meet half-termly to develop metacognitive opportunities via Y7 & 10 student masterclasses</i>	EEF: The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	8
<i>Careers Advisor support</i>	Support and careers advice to strengthen positive outcomes and open up possibilities/ future pathways (EEF)	7

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Y11 intervention to promote student attainment and progress, particularly within core subjects.</i>	Targeted short-burst intervention at the start of the day/lunch can impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified and well-trained staff (EEF)	2,4,8

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to School Councillor</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life (EEF)	5
<i>Strong behaviour curriculum clearly and consistently deployed by all staff</i>	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise	2,4
<i>Regular, methodical checks on patterns of attendance using FFT</i>	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental	1

<i>Aspire's Attendance Tracker</i>	engagement interventions show promise in supporting pupil attendance. Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance. Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance (EEF)	
<i>Individual bursaries to be 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.</i>	Extracurricular activities are an important part of education in their own right. Access to clubs, trips, Art/Music lessons can increase engagement in learning, build upon students' cultural capital, strengthen relationships/well-being and can translate into improved outcomes.	4, 6, 8
<i>Forging stronger home/school partnerships</i>	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools (EEF)	3

Total budgeted cost: £69,592

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We continued to fund the system of tracking and intervention developed to support disadvantaged students. This included 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. We employ the services of an Attendance officer to support pastoral leads in this.

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.

Having identified a specific gap in the maturation of metacognition and the development of effective revision strategies between disadvantaged students and their peers, the Teaching & Learning Group delivered exam preparation masterclasses in revision strategies across all subject areas to Year 10 students. They extended this by developing cross-curricular metacognition masterclasses for all Year 7 students at the end of the Spring Term with the goal of equipping them with the learning tools required for success in their summer exams and beyond.

The Accelerated Reader Programme remained our primary strategic goal to tackle the vocabulary gap which disproportionately affects disadvantaged students. The intention was to leverage better access to all areas of the curriculum by developing the language that makes higher order conceptual understanding possible and reduces debilitating syntactic lacunae.

We extended the reach of the dedicated champion of disadvantaged students by incorporating this role within six new posts: Deputy Heads of House have particular responsibility for monitoring disadvantaged students in their House and making discreet interventions with appropriate staff as part of their job description. They follow a 'Monitor-Plan-Do-Review' procedure. The emphasis continued to be Quality First Teaching in the classroom, and the Teaching & Learning Group met half-termly to consult and advise on further strategies.

Impact of Pupil Premium spending 2022/2023

Disadvantaged students (slightly larger cohort in last Y11) outperformed their peers. Their residual was 0.6. The gap between disadvantaged students and the rest of the cohort was + 0.25 in favour of the disadvantaged students.

When the disadvantage gap grew, we put in place some powerful measures in terms of attendance, literacy, alongside pastoral support and curricular intervention, that have had time to work. It has been successful and we were close to eliminating the disadvantage gap last year; the gap did grow slightly again in the summer (particularly with Year 9s and Year 10s). This year's strategies are intended to reduce this gap.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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)

We are ensuring that we embrace a more joined-up school approach in identifying and tackling barriers to student progress and learning. As well as the Pupil Premium indicator, we are working towards a more specific, bespoke understanding of what 'disadvantage' looks like in our school community. We are committed to developing high impact strategies to tackle it, ensuring positive progress and outcomes for all our students. Staff conversations and CPD will focus on a message of this being 'everyone's responsibility' and us working more effectively and collaboratively as team, with the input/support of parents and carers to promote an alert, consistent and equitable learning environment where all can thrive and be the best version of themselves. Various working parties are being tasked to undertake research and collate focused data to contribute to a more robust 3-year plan. This will be released at the end of the academic year and reviewed annually thereafter.