

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Glenthorne High School
Number of pupils in school	1407 (Y7 to Y11) 1761 (Including Y12/13)
Proportion (%) of pupil premium eligible pupils	17.4% (Y7 to Y11)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Dr Sarah Peacock, Headteacher
Pupil premium lead	Mr Adam Tully, Assistant Headteacher
Governor / Trustee lead	Mr Kevin Mohr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 310,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 295,529

Part A: Pupil premium strategy plan

Statement of intent

At Glenthorne our aim is to provide an Outstanding, Innovative & Inclusive education that enables “Achievement for All” through a curriculum exposes pupils to the unfamiliar and challenges, inspires and supports them all to:

Secure excellent academic outcomes to maximise their future life chances.

Engage in broad, deep and powerful knowledge-rich learning in lessons.

Participate in a wide range of extra and super-curricular opportunities.

Develop effectively the skills, qualities and habits required for success in Future Education, Employment & Training.

Understand their cultural, social, moral and personal development.

The Pupil Premium is an important resource for ensuring the realisation of this inclusive and aspirational ethos. The Pupil Premium Grant is paid to schools for pupils in Years 7 to 11 who are recorded as being eligible for Free School Meals at any point in the last 6 years, are or have been Looked After at any point or have a parent serving in the armed forces.

Our approach aims to close the disadvantage attainment gap by addressing barriers to achievement and to also develop parental support and engagement, support welfare, raise aspirations and promote enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy and reading skills. A higher proportion of disadvantaged pupils are identified as needing additional literacy support compared to non-disadvantaged pupils from assessments completed throughout KS3. This translates to a significant gap between the GCSE English Language attainment score of 63 for non-disadvantaged pupils, compared to a score of 59 for disadvantaged pupils in the 2022 – 2023 academic year.
2	PP pupils’ engagement with the school’s high behaviour expectations: Disadvantaged pupils are responsible for more behaviour incidents than non-disadvantaged pupils. Disadvantaged pupils account for 27% of behaviour incidents recorded on SIMS which were considerably above the proportion of disadvantaged pupils on role (17.4%) in the 2022 – 2023

	academic year.
3	Aspirations. Proportionally fewer disadvantaged pupils stay on for sixth form. Out of the 51 disadvantaged Y11's from 2022 – 2023 academic year, 28 returned (55%), compared to the 203 non-disadvantaged Y11's where 130 returned (64%).
4	Attendance. Disadvantaged pupils (91.5%) have lower attendance than non-disadvantaged pupils (94.5%), and a significantly higher proportion are persistent absentees. Persistent absence for all pupils in the 2022 – 2023 academic year was 16.59%, compared to disadvantaged pupils which was 25.77%.
5	Parental attendance to parents' evenings is lower for disadvantaged pupils than non-disadvantaged pupils. Y7 non-disadvantaged (92%) against disadvantaged (80%) Y8 non-disadvantaged (97%) against disadvantaged (82%) Y9 non-disadvantaged (96%) against disadvantaged (84%) Y10 non-disadvantaged (93%) against disadvantaged (78%) Y11 non-disadvantaged (95%) against disadvantaged (90%)
6	PP pupils' punctuality to school: Disadvantaged pupils are responsible for more Late marks. Disadvantaged pupils account for 18.2% of Late marks recorded on SIMS which were slightly above the proportion of disadvantaged pupils on role (17.4%) in the 2022 – 2023 academic year.

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
Improved reading skills among disadvantaged pupils across KS3/4	Reading accuracy and comprehension from assessments demonstrate improved skills among KS3 disadvantaged pupils and they make as much progress as their non-disadvantaged peers. We will reduce the gap between GCSE English Language non-disadvantaged and disadvantaged attainment and progress figures at KS4. There is no gap between the loan rate of library books between the disadvantaged and non-disadvantaged pupils.
Sustain high levels of attainment and progress at KS4 for disadvantaged pupils	Disadvantaged pupils at Glenthorne continue to achieve higher attainment and make more progress at KS4 compared with national non-disadvantaged pupils. Attainment targets of disadvantaged pupils in all year groups are suitably aspirational and in line non-disadvantaged pupils.
Improved behaviour among disadvantaged pupils across KS3/4	There is no gap between the proportion of disadvantaged pupils, their peers, and the behaviour incidents recorded on SIMS.

To achieve aspirational destinations for all pupils, including those who are disadvantaged.	Sixth form application and entry data indicate that disadvantaged pupils are making informed choices when applying to the sixth form or other local institutions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data indicates that the overall absence rate for all pupils is no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced to 8%. Attendance data indicates that the percentage of all pupils who are persistently absent is below 12%, and the figure for disadvantaged pupils is no more than 2% lower than their peers.
To achieve and sustain improved attendance to extra-curricular events for all pupils, including those who are disadvantaged.	Improved attendance to extra-curricular clubs, activities, and visits for disadvantaged pupils. Disadvantaged pupils have equal access to extra-curricular events with reserved places and funding where necessary. Improved participation of disadvantaged pupils so their attendance to extra-curricular events are proportionally in line with non-disadvantaged pupils.
To achieve and sustain improved disadvantaged pupils' parental engagement and attendance to events	Attendance to parents' evenings of disadvantaged pupils is proportionally in line with non-disadvantaged pupils and at least 96% across all year groups. Parental engagement and attendance with information evenings and school productions is proportionally the same for disadvantaged pupils and non-disadvantaged pupils.

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: £ 238,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct intervention and support and dedicated administrative time for tracking for disadvantaged pupils for Heads of Year, Attendance Officer, Welfare Officer, SENCO, Careers Lead, SLT	Parental engagement (EEF toolkit)	2, 3, 4
Extended Library opening time from 7.45am to 5.30pm	Extending school time (EEF toolkit)	1, 2, 4

CPD for all staff with a focus on emerging trends or sharing best practice or research evidence	CPD on Feedback, Mastery Learning, Metacognition and self-regulation, (EEF toolkit)	1, 2, 4
Ensure disadvantaged pupils have the necessary access to IT resources at home to complete homework and independent study	Using Digital Technology to Improve Learning (EEF)	2

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

Budgeted cost: £ 26,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in numeracy and literacy at KS3 and KS4 to raise numeracy and literacy standards	Small group tuition (EEF toolkit)	1
Subject support across a wide range of subjects including English, Maths and Science at KS3 and KS4 to raise achievement across the curriculum	Individualised instruction (EEF toolkit)	1, 2
KS3 intervention groups for key skills, core and foundation subjects to target disadvantaged pupils earlier in their learning journey	Small group tuition (EEF toolkit)	2
A comprehensive programme of revision sessions at KS4 to raise achievement in GCSEs	Small group tuition (EEF toolkit)	2
Targeted revision sessions for disadvantaged pupils of topic specific, small group sizes to maximise the impact on progress	Small group tuition (EEF toolkit)	2
Targeted enrichment for disadvantaged pupils to raise achievement in English and Maths GCSE results	Small group tuition (EEF toolkit)	2
Homework clubs to support pupils to complete their homework	Homework (EEF toolkit)	2
Subsidies towards books, workshops, equipment (such as Technology and Art materials) to ensure all disadvantaged pupils can fully access the curriculum	Arts participation (EEF toolkit)	2
The provision of appropriate revision guides across the curriculum for disadvantaged pupils to ensure they have access to relevant revision materials for GCSE exams	Homework (EEF toolkit)	2
The use of subject-specific intervention in English, Maths and Science to run sessions assisting	One to one tuition (EEF toolkit)	2

disadvantaged pupils in skills development and exam technique in the run-up to GCSE exams		
Allocation of staff mentors to each disadvantaged pupil in Year 11 to assist with planning for GCSEs and coping with exam pressures	Mentoring (EEF toolkit)	2
Alternative courses and qualification to GCSEs taught in small groups or at college to ensure each individual pupil is on an appropriate personalised pathway	Within class attainment grouping (EEF toolkit)	2, 3
Ability-appropriate pathways to support achievement for all offered in KS4	Within class attainment grouping (EEF toolkit)	2, 3

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

Budgeted cost: £ 52,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
A uniform grant of £50 for new pupils arriving in Year 7 to support disadvantaged pupils accessing school basics and £25 every subsequent year for additional uniform needs	Parental engagement (EEF toolkit)	5
A Y6 Pupil Premium Parents' Information Evening held in July for all parents of Year 6 PP pupils who will start the following September to aid a smooth transition from primary school and ensure all new parents are aware of the Pupil Premium benefits available	Parental engagement (EEF toolkit)	5
GHS parents' evenings including English and Maths parents' information evenings to give parents the tools to assist pupils with their learning at home	Homework and Parental engagement (EEF toolkit)	1, 2, 5
Individual mentoring and support focusing on short-term target-setting leading to greater independence in learning, motivation and progress	Mentoring (EEF toolkit)	2, 3, 4
A school-based counsellor and behaviour support work to support PP achievement and avoid permanent exclusions	Social and emotional learning (EEF toolkit)	2, 4
A Breakfast Café with a free breakfast and drink to the value of £1.75 to increase attendance, punctuality, and ensure that all disadvantaged pupils have access to a breakfast every day	Parental engagement (EEF toolkit)	2, 4, 6
Attendance and School Welfare Officers support students to be in school and improve their opportunities of attaining the highest grades	Parental engagement (EEF toolkit)	4
Heads of House to monitor disadvantaged pupils' attendance and prioritise them for attendance clubs using earlier intervention	Parental engagement (EEF toolkit)	4

House Buddy system with prioritised appointment for disadvantaged pupils to encourage positive discussions, support those with any difficulties, raise self-esteem and promote well-being	Peer tutoring (EEF toolkit)	2, 4
Prioritised one-to-one appointments with an independent, level 7 qualified Careers Advisor to ensure all disadvantaged pupils make informed choices about their futures	Mentoring (EEF toolkit)	3
Disadvantaged pupils at risk of becoming NEET offered one-to-one mentoring and careers groups in KS3 from an outside agency working to support keeping children below 19 in education or training.	Mentoring (EEF toolkit)	3
A 100% subsidy on educational visits to Universities in Year 10 to raise aspirations	Social and emotional learning (EEF toolkit)	3
A subsidy, up to a maximum of £15 for Pupil Premium pupils, for each educational visit to increase extra-curricular participation and broaden life experiences	Social and emotional learning (EEF toolkit)	2
A 20% subsidy per term (10x30 minutes lessons) for pupils wishing to take instrumental lessons to encourage extra-curricular participation	Arts participation (EEF toolkit)	2, 3
A subsidy of 20% of the cost for Y7/8/9 disadvantaged pupils attending Challenge Week trips and activities. Priority places for all disadvantaged pupils.	Parental engagement (EEF toolkit)	2

Total budgeted cost: £ 295,529

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 2022 to 2023 academic year.

Our disadvantaged pupils perform better than national non-disadvantaged pupils in progress and attainment measures.

Our KS4 summary data showing 2022 – 2023. A8 scores of disadvantaged pupils (56.87) was significantly higher than the national non-disadvantaged cohort (46.2). P8 scores of disadvantaged pupils (0.57) was significantly higher than the last external exams year 2021 – 2022 (0.41) and continued to be significantly above the achievement of the national non-disadvantaged cohort. It is therefore clear that our Pupil Premium support provision has had an extremely positive impact on the outcomes for our disadvantaged children.

Disadvantaged pupils make up 17.4% of our school community but are responsible for 18.2% of all borrowed books from the Library. The implemented interventions supporting our intent to improve poor literacy and reading skills have increased engagement with our disadvantaged pupils and is inline with those non-disadvantaged pupils.

Despite the success and achievements of our disadvantaged pupils compared to national averages, the school is aware that there are some gaps between disadvantaged pupils and other pupils in some subject areas. Both significantly above the national average cohort of non-disadvantaged pupils, but there is a significant gap overall between our 2022 – 2023 P8 scores for our non-disadvantaged pupils (0.77) and our disadvantaged pupils (0.57). Specific subjects with the biggest gaps in GCSE disadvantaged V non-disadvantaged P8 are Biology (-1.14), Chemistry (-1.28), Computer Science (-0.83), D&T (-0.72), Dance (-1.99), English Literature (-0.81), Geography (-0.89), Maths (-0.63), Photography (-0.76), PE (-0.84), and Physics (-0.92)

Glenthorne disadvantaged pupils have been the most negatively impacted group from the disruption due to Covid-19 between 2019 – 2021. The reason for this internal gap points primarily to the impact of Covid-19. Closure and partial closure were most detrimental to our disadvantaged pupils. This strategy therefore aims to close this gap by re-establishing the support and interventions our disadvantaged pupils require.