

Pupil premium strategy statement – *Townley Grammar School*

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|------------------|
| Number of pupils in school | 1670 |
| Proportion (%) of pupil premium eligible pupils | 11.7% 142 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-25 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Miss S Totty |
| Pupil premium lead | Mrs M Franz |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £130,200 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | N/A |
| 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> | £130,200 |

Part A: Pupil premium strategy plan

Statement of intent

'From here it is possible', this is our aim for all students.

As stated in our previous statements, 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. Our aim is to enable disadvantaged students to perform and develop at least as well as their peers.

As a result of this intention, the focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by disadvantaged pupils and aim to be proactive in our approach in relation to the challenge along with recognising that these challenges may well change as a result of national or indeed local situations and/or circumstances.

Evidence has shown, through the outcomes of our previous cohorts, that high-quality teaching should remain at the heart of our approach and we aim to ensure that all students receive the highest quality of teaching and thus are enabled to access the highest quality of learning. High quality teaching and the ability to facilitate this is of key importance and the driving force of our strategy. We fully appreciate that research shows that pupil premium students do not necessarily achieve as well as their peers and are not necessarily given the same access to opportunities as them. We aim to ensure that this is not the case. Within our school cohort, the number of pupil premium students is still relatively low, although has increased from last year, however, we are driven by the mantra that 'from here it is possible' and this applies to all students.

We aim to ensure that disadvantaged pupils will achieve well, as shown in relation to in-year data obtained via regular and systematic progress checks and external data, including progress and attainment 8 pupils. Data from 2022 and 2023 (i.e., post pandemic) examination results for year 11 have shown the outcomes for this year group, for disadvantaged pupils, is in line with that of the whole cohort. In 2024 the A8 for PP students was 7.77 and P8 0.99 whilst that for non-PP 7.6 and 0.73 respectively- thus showing that we have built upon the progress made since 2019. All PP students achieved a grade 5 or above in both Maths and English. As a consequence, we consider that such a strategy is effective. The focus on high quality teaching is 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. The impact of this can be measured by review of whole cohorts and comparison to disadvantaged students - this is a consistent feature of our inhouse monitoring of regular data drops (three per year in key stage 4 and two in key stage 3) and our external examination monitoring, where we carefully review the outcomes of all groups within the cohort.

Part of the strategy with pupil premium funding is to ensure that all students are able to take advantage of the opportunities available, and this includes a focus on experiences outside the classroom. This can be evidenced through the wide variety of trips and visits which students have been supported with during the course of the academic year 2023-24 including support for school trips and visits- data shows that in the last academic year we supported a total of 140 individual trip/visit contributions offering students access to a full and varied curriculum and opportunities - 50% support is offered up to a maximum of £500 for an individual trip/visit.

We also aim to support families through our breakfast club opportunity and support in terms of snacks at break. As part of our PP strategy, we also aim to ensure that all students, regardless of their background, have high aspirations and that this is reflected in our destinations data.

The ultimate objective of our pupil premium policy is that disadvantaged students achieve in line with their individual targets, and in comparison, to the overall target and outcomes for the cohorts. We are guided by the principle that all students, regardless of their background, should be able to achieve their potential and thus we aim to remove any gaps in terms of outcomes and experiences. Data has shown that our strategy has been effective in terms of the results attained and the experiences which can take place via trips and visits, as outlined above along with music lessons (in 2023-24 we supported 12 students with reduced fees for music lessons). On a practical level we support parents/carers of PP students in the purchase of school uniform and revision materials. We utilise part of the pupil premium support to engage with the accelerated reader programme - evidence shows clear success in relation to outcomes. PP students on average have increased their reading ages by 1 year to 1 ½ years.

Our aim in relation to disadvantaged students is that they, as all our students, are aspirational - part of which includes university applications - 18 out of 20 FSM students went to university i.e., 95%, 7 of these students went to Russell group universities.

As a regular aspect of our parent communications, we ensure that parents and carers have information in terms of how to apply for FSM. We have a dedicated section on our website related to Pupil premium and free school meals.

Townley Grammar is committed to an ethos of attainment and experiences for all pupils. We ensure that all students, regardless of their position, experience a curricula and events that are targeted at growing the cultural and academic opportunities for all. Overall, therefore, our aim is to ensure that pupil premium students:

- Have full access to our curriculum
- Can access extra-curricular provision
- Improve their levels of attainment and progress

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To ensure that disadvantaged learners achieve their potential in terms of academic attainment. Monitoring in relation to this will take place from the first set of data in year 7 and continuously. In KS3 target grades are not set, however we will monitor in relation to our new grading system, A+ to C and effort, behaviour and independent study, so that any gaps can be addressed. In KS4, progress in relation to target grades will be used. Targets are set in the spring term of year 10. |
| 2 | As continuation of the previous point, the academic attainment of disadvantaged students needs to be a focus although the GCSE data for 2022, 2023 and 2024 showed that students attained in line with or above the rest of the cohort - in 2024 the A8 for PP students was 7.77 and P8 0.99 whilst that for non-PP 7.6 and 0.73 |

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| | <p>respectively. All PP students achieved a grade 5 or above in both Maths and English.</p> <p>In 2024-5, we need to ensure that this is now consistent. We aim to ensure that a gap, in terms of outcomes at the end of KS4, continues to be reduced and that the data does not show a dip.</p> |
| 3 | <p>To ensure that PP students have an equality of opportunity in terms of experiences and opportunities, as part of the wider curriculum and the potential financial costs involved. We believe that the mantra of ‘from here it is possible’ applies to all students and we will therefore aim to reduce potential financial barriers - especially in the current economic climate. We have ensured that the opportunities in terms of extra-curricular opportunities are available to as many students as possible. As indicated in our statements we have supported students with a very wide range of opportunities in the previous academic year and aim to continue to do so as we appreciate the benefits of a wide range of experiences and the enrichment which this can provide for all students.</p> |
| 4 | <p>To ensure that the aspirations of PP students in terms of post 18 remain high and in line with the whole cohort.</p> |
| 5 | <p>To ensure that students are fully equipped to attain well and to have developed effective strategies in terms of skills required, including metacognition, and in relation to the school focus on oracy - to equip all students in relation to future development. The continued development and implementation of our EDGE and mentoring programme, along with mastery programme for all students will aid such development.</p> |
| 6. | <p>Attendance in school is national issue. As a school we promote school attendance and a sense of belonging is embedded in all we do both inside and outside the classroom. Integral to this is the wellbeing of all of students. Wellbeing is a key concern for all students including disadvantaged students, and must be a continued focus. Evidence of this can be seen in terms of learning manager and house tutor comments, and safeguarding questions raised and dealt with. All students are invited to volunteer to be Health and Wellbeing Ambassadors and Anti-Bullying Ambassadors, and as such are able to take a lead in raising awareness around these topics for all students, including disadvantaged students. These students are trained by external organisations to help them in fulfilling their role. We also provide counselling for students to support them. We also ensure that concerns can be raise via ‘my concerns’- all staff have access to this and we have a dedicated team of staff led by the DSL who monitor and respond to any concerns in a timely manner.</p> |

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 students achieve in line with their individual targets, the gap is narrowed at the end of KS4 or preferably there is no gap as in 2024</p> | <p>In year tracking data shows that the attainment of PP students is at least in line with the rest of the cohort attainment throughout KS3 and 4.</p> <p>Progress and attainment 8 data relating to GCSE results- we recognise that P8 will not be available in the same format in the coming years.</p> |

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| <p>PP students are able to take advantage of extra-curricular activities in line with the rest of the cohort and thus benefit from experiences outside and beyond the classroom.</p> | <p>Clear support for PP students – we will support with 50% of costs for trips or visits up to a max of £500 for any one trip. We will review and monitor the participation in trips/visits as recorded above in our statement.</p> <p>Participation in clubs and activities seen via extra-curricular registers and can be seen via some of the following: -</p> <ul style="list-style-type: none"> - Attendance at clubs and activities by PP students shows uptake in line with rest of cohort - Support in relation to music lessons - Attendance at careers and aspirational events and activities. Conferences at Further and Higher education institutions to support understanding and aspiration for further and higher education. UCAS applications and destinations data. <p>STEM –focussed international trips.</p> <p>Participation in the Duke of Edinburgh Award scheme as part of Townley Advantage programme or extra-curricular activity</p> <p>Trips and visits data shows participation - this is also linked to school’s application for funding via the Turing scheme</p> <p>Entry to competitions and outcomes.</p> |
| <p>Aspirations of PP students and FSM, specifically in 6th form, are high.</p> | <p>Collation of data in relation to destinations.</p> <p>Comparison of destination data for FSM students in year 13 compared to whole cohort - especially in relation to Russell Group universities and apprenticeships.</p> <p>Collation of data relating to opportunities in terms of work experience and InvestIN opportunities.</p> |
| <p>To support the wellbeing of all students including PP and in relation to attendance and link to belonging as recognised in terms of national issues.</p> | <p>Sustained levels of wellbeing are demonstrated – in particular a focus on examination year groups and the preparation of this. This includes EDGE days, walking talking mocks, and pre-examination information and guidance for pupils and parents.</p> <p>Monitoring of attendance to see if there are any perceived issues of PP students compared to non-PP/whole cohort.</p> <p>Support in relation to external counselling services, including on a specific individual basis.</p> |
| <p>Continued improved skills in relation to metacognition for all students including disadvantaged and in relation to the school focus on oracy - to equip all students in relation to future development.</p> <p>The continued development and implementation of our EDGE programme for all students will aid such development.</p> | <p>Teacher reports. Lesson observations and student response show that all students including disadvantaged are able to monitor and self-regulate their own learning</p> <p>QAs, lesson observations, student conversations and language used, closing gaps or ensuring no gaps in outcomes for disadvantaged students, teacher reports, EDGE and mastery feedback.</p> <p>Teaching metacognitive strategies has a positive impact on learning, particularly for disadvantaged students, as</p> |

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| Focus on mentoring and mastery to enable all student including specifically PP to achieve their full potential. | evidenced in the EEF report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF toolkit +7 for impact. Focus in relation to Oracy 21 – Townley is a member and it is part of our school priority. Use of Mastery as a school initiative 2024- 25 which operates in all key stages. |
| Continued development of leadership of all students, including PP with a wide range of opportunities provided. | Leadership lessons in KS3 along with the consciousness curriculum. Continual review of opportunities and consideration of the participation of PP students compared to non-PP. Provision of opportunities for all students. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,148

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| High quality teaching via investment in professional development, training and support, including ECT. Bespoke CPD programme to enable development of all staff. Well-structured CPD programme including use of National college resources and PiXL. | EEF guide. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF toolkit +7 for impact. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development There is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes (EEF). | 1, 2, 5, 6 |
| Resources for all students, including accelerated reader – via Renaissance Learning subscription. | Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF. Evidence has shown in relation to the accelerated reader scheme, that the whole cohort in years 7 and 8 have made progress. However, that of PP students is higher - reading is the core skill required to succeed and a key life skill. | 1, 2, 4 |

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| On line learning resources, e.g., GCSE POD. Uplearn PiXL Maths app | | |
| Curriculum design which is ambitious, to include not just National Curriculum plus a wide range of GCSE and A level choices but also 21c, our unique opportunity to extend student knowledge and understanding in relation to the 21 st century, along with the increased development of skills, our Leadership programme and bespoke Consciousness curriculum along with the introduction of Townley Advantage and Townley Baccalaureate. | DFE teaching a broad and balanced curriculum. | 1, 2, 4 |

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

Budgeted cost: £15 972

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Revision support guides and material for PP students requested by departments, including purchase of texts as required e.g., English literature set texts which thus allows for individual annotation. | | |
| Small group/individual support for PP students | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |

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| in terms of particular focused needs e.g., organisation or study support. Use of mastery programme and tutor time intervention | | |
| Intervention sessions including revision classes which will include PP students in small groups - e.g., Tutor intervention programme and Mastery, Easter revision, EDGE and Peer Mentoring. | Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |

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

Budgeted cost: £82, 080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Financial support for extra-curricular activities. | <p>This develops the overall student experience and links to aspirations. Activities including trips and visits - this includes dance and drama trips, languages trips, Music lessons, DofE and international trips.</p> <p>This enables all students to have as broad as possible experiences. This also links to high aspirations.</p> | |
| <p>Monitoring of attendance.</p> <p>SEASS attendance services Bexley.</p> | <p>In view of the national figures and trend we need to have this as a clear focus. Although do not have data to suggest that this is an area of concern, we need to ensure that the attendance figures are closely monitored and that, if required, we are able to address effectively.</p> <p>We are conscious that the relatively small number of PP students mean that lower attendance of a very small number of students can have significant impact on the overall average attendance of PP students, compared to the cohort average.</p> <p>National foundation for educational research.</p> | |
| Social, emotional and mental health of our school community. | Ensuring that the social and emotional need of students is recognised. EEF tool kit. | |

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| <p>My concerns subscription- access for all staff and used by DSL and team</p> <p>SEMH Bexley</p> | <p>National figures show that PP students can be disproportionately impacted in relation to this and therefore professional help is required for their wellbeing and academic attainment.</p> <p>We aim to continue to train Mental Health Ambassadors - EEF toolkit re the significance of peer mentors.</p> <p>Sutton Trust.</p> | |
| <p>Professional educational services</p> | <p>EEF toolkit. Counselling</p> | |
| <p>Breakfast club and snack bars for break (i.e., support beyond FSM allowance)</p> <p>This is advertised to students in terms of information relating to FSM</p> | <p>Breakfast provision helps to ensure no child has to learn when they are hungry. In addition, the provision of the breakfast club enables other social and educational benefits EEF Magic Breakfast.</p> | |

Total budgeted cost: £ 130,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data shows that the outcome for disadvantaged students has been very strong and thus we consider that our strategy has worked effectively being both impactful and successful.

In terms of outcomes related to GCSE results there is very clear evidence of success and continued development from previous years. In 2024 the A8 for PP students was 7.77 and P8 0.99 whilst that for non-PP 7.6 and 0.73 respectively- thus showing that we have built upon the progress made since 2019. All PP students achieved a grade 5 or above in both Maths and English.

In terms of the aspirations of PP students these have continued to be high- as reflects in applications to universities and in particular Russell group universities with 18 out of 20 FSM students went to university i.e., 95%- 7 of these students went to Russell group universities. Aspiration can also be seen in application for InvestIn programme- having received a number of applications the students who we put forward were both successful in the course applications able to take part, we were able to support with residential cost.

Our regular in-house data drops also recognises the attainment of students, with PP students identified as a demographic group. Data shows attainment in line with the rest of cohort. The feedback in relation to EDGE has been positive and therefore we wish to continue to develop the skills related to metacognition in relation to all students.

Support has been offered to students through Easter revision classes in a wide range of subjects. Students were also provided with additional revision and study guide support in additional sessions, if required. Additionally, some PP students had the opportunity to become year 11 prefects, all students were invited to apply, to become Wellbeing Ambassadors and to be part of the School Council.

We have a review in terms of the opportunities provided for all students, including PP, in terms of activities in year 11.

We have continued to support students via the counselling service provided by an outside agency. Pupil premium students have additionally been supported with 50% of the cost of trips and visits (maximum of £500 per individual trip). The range of trips and visits which students have received support for is vast - Examples of such trip/visits include - English theatre trip to the Empress(GCSE), DofE, GCSE Rock Climbing (exam board practical requirement), PGL both year 7 and 9, German BFI study day, History walking tour of Whitechapel linked to GCSE course, Bletchley Park visit linked to GCSE, Morocco, Harry Potter (linked to GCSE DT), Hall Place visit (linked to KS3 history), Rhineland trip (link to STEM & German) , Consciousness retreat (Year 8), India, Barcelona, dance visit (GCSE), National Gallery visit (Art), British Museum visit (Classical Civilisation), Bath (Latin).

As school we have continued to support students with music lessons. In terms of reading our use of the accelerated reading schemes support all students and impacts on PP students in a very positive way. As a summary 53% Pupil premium students in Year 7 increased their reading age significantly 2023-2024, whilst 46% Year 7 across the year group increased their reading age significantly 2023-2024. 73% Pupil premium students in Year 8 increased their reading age significantly 2023-2024 compared to 41% Year 8 across the year group increased their reading age significantly 2023-2024. Reading engagement with book quizzes taken Pupil premium Yr7 368 taken, average per student 20 compared with Year 7 total 4,080 taken, average per student 18 whilst in year 8 Pupil premium 67 taken, average per student 6 compared to year 8 overall total 1,816 taken, average per student 8.

Externally provided programmes

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

| Programme | Provider |
|--------------------|-------------|
| Accelerated reader | Renaissance |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
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