



Pupil Premium Strategy Statement for 2023-24 and Review of 2022-23

School Overview					
School	Altrincham Grammar School for Boys				
Total number of pupils	1390	Last review date		Sep 2022	
Number of pupils eligible for PP	52	Date of Publication		Feb 2024 (delayed until rollover confirmed)	
% of pupils eligible for PP (based on Y7-Y11 – 1004 total)	4.9%	Next Review Date		Sep 2024	
PP Coordinator	Alison Cathcart	Statement authoriser:	Graeme Wright	PP Link Governor	Nisha Sathi

Funding 2023-24	
Pupil premium funding allocation this academic year	£39,330
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,259
Total budget for this academic year	£54,589

PART A: Pupil Premium Strategy Statement 2023-24

Statement of Intent

Altrincham Grammar School for Boys is committed to welcoming, nurturing and empowering all students to succeed in their learning, the school community and beyond. We recognise that students from less advantaged backgrounds may require additional academic, pastoral, social or practical support in order to thrive. Staff and governors of the school are committed to taking an individualised approach which delivers support effectively and discreetly.

Intended Outcomes

	CHALLENGE	INTENDED OUTCOME	SUCCESS CRITERIA
A: ACADEMIC PROGRESS	<p>Students in receipt of PP may perform less well than non-PP students, particularly in the core subjects of English and Maths. This provides them with a less secure base from which to be successful across all subjects in the curriculum at GCSE.</p> <p>Some students in receipt of PP require additional support in understanding study and revision techniques. This can become notable at GCSE.</p>	<p>Students in receipt of PP in Y7-Y11 will achieve at least the same or better than non-PP students across all subjects. Any students identified as concerns will receive help and make improvements. In Y11, there will be no negative difference between the Progress 8 scores of PP and non-PP students.</p> <p>Students in receipt of PP will gain a secure knowledge of study and revision techniques that will prepare them more effectively for success at KS3 and GCSE.</p>	<p>Academic data across Y7-11 will show that students in receipt of PP have at least the same or better average attainment scores. This will also be reflected in the Progress 8 scores of PP and non-PP students.</p>
B: EQUIPMENT FOR LEARNING	<p>Some students in receipt of PP may have limited access to equipment essential for learning such as calculators, revision materials or sports kits. There is the potential for a digital divide, due to lack of access to technology.</p>	<p>Students in receipt of PP will have access to all equipment necessary for their learning.</p>	<p>Full provision of all necessary equipment.</p>

C: PREPARATION FOR ADULTHOOD	Some students in receipt of PP may come from families with limited experience of post-16 education, A Level choices or how to access the university courses and careers they aspire to.	Students in receipt of PP will have access to good educational and Careers advice in order to determine their pathways after GCSE.	All students in receipt of PP will reach the academic standards for entry into the Sixth Form at AGSB and make informed choices about their post-16 pathway.
D: EXTRA-CURRICULAR	Due to financial constraints, students in receipt of PP may have fewer opportunities to engage with the variety of extra-curricular activities and trips offered. This can have a knock-on effect in terms of engagement, self-confidence and cultural capital.	All students in receipt of PP will be involved in the wider life of the school and will take part in the same broad range of trips and activities as their non-PP peers, gaining self-confidence, sociability, resilience and academic attainment.	Extra-curricular survey and staff feedback will illustrate wide engagement with trips, clubs, music etc. Improved self-confidence and engagement with school will be reflected in positive snapshots, progress data and attitude scores.
E: PASTORAL SUPPORT	Some students in receipt of PP may experience physical or social inequalities in their home environments. Additional social and emotional well-being support may be required to help them fulfil their academic potential and be happy in school.	All students in receipt of PP will receive appropriate intervention and support for any social or emotional issues which may arise.	Feedback from students, parents and staff, analysis of attendance records, progress and attitude grades will be used to determine how effective this support has been.

Three Year Plan (commenced Sept 2021)

- To continue to offer, deliver and evaluate effective support
- To identify and close any gaps in achievement which have arisen for pupils from disadvantaged backgrounds as a result of recent school closures
- To develop a monitoring system to track extra-curricular engagement of students in receipt of PP
- To welcome greater numbers of students in receipt of PP into AGSB, as per our Outreach strategy

Strategy 2023-24			
Challenge	Activities	Evidence that supports this approach	Cost
A1: ACADEMIC PROGRESS	<p>IDENTIFICATION</p> <ul style="list-style-type: none"> • Use of CATS data and Lucid Lass to identify potential areas of weakness early. • Review of Snapshots, termly attainment data and SISRA analysis, in conjunction with HoDs and HoYs, to identify attainment issues. • Regular reminders to staff about accessing PP List and being aware of which students may require support. <p>SUPPORT</p> <ul style="list-style-type: none"> • Setting in Maths/English to reduce class size and target support. • Use of IDL (and possibly reader pens) to support students with identified literacy gaps. • Additional support through subject prefects. • Priority places for peer mentoring and HoY intervention sessions (roles and responsibilities reviewed and redefined 2022-23). • Priority places for HW Club, at which LSAs provide targeted support. • Understanding of meta-cognition and effective feedback continuously promoted in staff meetings and INSET. • External staff CPD on neurodiversity in the classroom (Nov 2023) and understanding early childhood trauma and attachment. • SEND CPD for Learning Support Assistants and all-staff CPD on effective Quality First Teaching. • Y7 Study Skills session and Information Evening for parents. • Revision advice booklets for each year group. • Free subject revision guides for KS4 students to encourage independent learning. • Y10 Information Evening for parents to support learning at home. • Intervention timetable for GCSE (staff and prefects). • To fully cover curriculum trip places for all students on FSM Y7-Y13. 	<ul style="list-style-type: none"> • EEF research shows students from disadvantaged backgrounds have been disproportionately affected by school closures – investment in identification systems will support diagnosis of need • EEF identifies phonics support, high-quality teaching, peer support, targeted academic support as high impact strategies • EEF identifies metacognition and feedback as having a high impact on attainment. All staff have received training on metacognition • Positive feedback from other schools regarding new software systems to promote literacy. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) 	£10,000

B: EQUIPMENT FOR LEARNING	<ul style="list-style-type: none"> • Automatic payment from PP budget for all essential equipment for learning e.g. revision guides or calculators. • Free blazer, house tie, two basic PE kits and Food Tech Aprons for all PP students. • Pupil Premium pencil cases offered to all PP families and posted during the summer holidays. • Support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits. • Free musical instrument provision in Y7 and Y8. • Support with access to technology where needed. • Plan PP support for our Digital Rollout (ensure funding is available to fully fund devices for all PP student). 	<ul style="list-style-type: none"> • EEF research found that lack of equipment was a challenge for 48% of disadvantaged students during recent school closures EEF publishes findings from independent evaluation of National... EEF 	<p>£10,000 for usual equipment support</p> <p>+</p> <p>£15,000 Digital Rollout Planning (TBC)</p>
C: PREPARATION FOR ADULTHOOD	<ul style="list-style-type: none"> • Priority appointments with the Careers Advisor. • Free referrals to higher education specialist for bespoke advice if needed. • Support with CV preparation through Careers Advisor. • Monitor Y10 work experience choices. • Access to Unifrog careers testing. • STEAM careers fair. 	<ul style="list-style-type: none"> • EEF research shows that students from disadvantaged backgrounds may be more likely to have career aspirations which do not fully recognise their educational potential and achievement • EEF Review of Evidence on Impact of Careers Education 	<p>£0</p>
D: EXTRA-CURRICULAR	<ul style="list-style-type: none"> • Y7 extra-curricular fair to promote activities on offer. • PP students will have access to full funding for curriculum trips, year group trips (such as the Y7 residential trip) and for other opportunities when representing the school. • New funding formula trialled to offer subsidies for extra-curricular trips and visits. • Support with voluntary musical tuition in Y9 and above. • Regular reminders in School Newsletter about support available. • Regular reminders to staff about how to implement support. • Promotion of Duke of Edinburgh bursaries from external providers. • Support for 16-19 Bursary recipients with curriculum trips. 	<ul style="list-style-type: none"> • Research by the Sutton Trust shows that students from disadvantaged backgrounds were less likely to take part in extra-curricular activities. This can have a knock-on effect on their levels of cultural capital. Parent Power 2018 - Sutton Trust 	<p>£20,000</p>

E: PASTORAL	<ul style="list-style-type: none">• PP coordinator to review CPOMS, Snapshots and termly data to identify potential social and emotional issues, as well as attendance issues.• Appointments with the school counsellor as necessary.	Research connects childhood social and emotional skills with improved outcomes at school and in later life, such as better academic performance, attitudes, behaviour and relationships with peers. Social and emotional learning EEF	£0
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PART B: Review of PP and Recovery Premium Spending 2022-23

Pupil Premium Strategy Outcomes					
	Intention	Implementation	Desired Impact	Evaluation	Cost
A1	<p>ACADEMIC PROGRESS</p> <p>PP students in Y7-Y11 will achieve at least the same or better than non-PP students in those year groups across all subjects. PP students identified as concerns in either subject will receive help and make improvements. In Y11, there will be no negative difference between the Progress 8 scores of PP and non-PP students. All PP students will be able to revise effectively.</p>	<p>IDENTIFICATION</p> <ul style="list-style-type: none"> • Use of CATS data and Lucid Lass to identify potential areas of weakness early (£600). • Review of Snapshots, termly attainment data and SISRA analysis, in conjunction with HoDs and HoYs, to identify attainment issues. • Regular reminders to staff about accessing PP List and being aware of which students may require support. <p>SUPPORT</p> <ul style="list-style-type: none"> • Continued support for cost of an additional English teacher to reduce class sizes. • Setting in Maths/English to reduce class size and target support. • Use of IDL (and possibly reader pens) to support students with identified literacy gaps. • Possible appointment of a literacy coordinator to embed literacy across all subjects at KS3 (this was not achieved in 2020-21 due to Covid). • Additional support through subject prefects. 	<p>Students in receipt of PP in Y7-Y11 will achieve at least the same or better than non-PP students across all subjects. Any students identified as concerns will receive help and make improvements. In Y11, there will be no negative difference between the Progress 8 scores of PP and non-PP students.</p>	<p>Students in receipt of Pupil Premium continue to perform broadly in line with their peers at GCSE.</p> <p>Our software investments continue to have a positive impact by identifying barriers to learning early.</p> <p>Ongoing staff CPD on quality first teaching has been positively received.</p>	<p>BUDGETED: £15,000</p> <p>SPENT: £3489.26 (English salary not absorbed – roll forward)</p>

		<ul style="list-style-type: none"> • Priority places for peer mentoring and HoY intervention sessions. • Priority places for HW Club, at which LSAs provide targeted support. • Understanding of meta-cognition and effective feedback continuously promoted in staff meetings and INSET. • External staff CPD on neurodiversity in the classroom and understanding early childhood trauma and attachment. • SEND CPD for Learning Support Assistants and all-staff CPD on effective quality first teaching. 			
A2	EQUIPMENT FOR LEARNING PP students will have access to all equipment necessary for their learning.	<ul style="list-style-type: none"> • Automatic payment from PP budget for all essential equipment for learning e.g. revision guides or calculators. • Free blazer, house tie, two basic PE kits and Food Tech Aprons for all PP students. • Pupil Premium pencil cases offered to all PP families and posted during the summer holidays. • Support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits. • Support with access to technology where needed. 	Full provision of all necessary equipment.	Finance hold a full log of equipment provided throughout the academic year, including uniform bundles, books, calculators, and essential trips subsidies.	<p>BUDGETED: £7000</p> <p>SPENT: £2656.25</p>

<p>B</p>	<p>REVISION PP students will gain a secure knowledge of study and revision techniques that will prepare them more effectively for success at KS3 and GCSE.</p>	<ul style="list-style-type: none"> • Y7 Study Skills session and Information Evening for parents. • Revision advice booklets for each year group. • Y10 Information Evening for parents to support learning at home. • Intervention timetable for GCSE (staff and prefects). • Additional support via HW Club for students identified as in need. 	<p>Current gaps in attainment at KS3 and KS4 will be narrowed. This will also be reflected in results in end-of-year internal exams and GCSEs.</p>	<p>Revision and study skills evenings were delivered at no additional cost.</p> <p>Homework Club has been implemented Mon-Thu weekly. This initiative has been positively received by multiple families and has provided a number of PP families with access to technology and a quiet workspace after school, as well as study support.</p>	<p>BUDGETED: £0</p> <p>SPENT: £0</p>
<p>C</p>	<p>PREPARATION FOR ADULTHOOD PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.</p>	<ul style="list-style-type: none"> • Priority appointments with the Careers Advisor. • Free referrals to higher education specialist for bespoke advice if needed. • Support with CV preparation through Careers Advisor. • Monitor Y10 work experience choices. • Access to Unifrog careers testing. • STEAM careers fair. 	<p>All PP pupils will reach the academic standards for entry into the Sixth Form at AGSB and make informed choices about their post-16 pathway.</p>	<p>All students in receipt of PP were offered places in our Sixth Form. Careers support was in place throughout the year and additional appointments were offered, where required. This did not incur any extra cost.</p>	<p>BUDGETED: £0</p> <p>SPENT: £0</p>
<p>D</p>	<p>EXTRA-CURRICULAR All PP students will (as much as Covid permits) be involved in the wider life of the school and will take part in the same broad range of trips and activities as their non-PP peers, gaining self-confidence,</p>	<ul style="list-style-type: none"> • Y7 extra-curricular fair to promote activities on offer. • PP students will have access to full funding for curriculum trips, year group trips (such as the Y7 residential trip) and for other opportunities when representing the school. 	<p>Extra-curricular survey and staff feedback will illustrate wide engagement with trips, clubs, music etc. Improved self-confidence and engagement with school will be reflected</p>	<p>FSM and PP reminders featured in all school Newsletters in standing 'Inclusion' section.</p> <p>New funding formula for extra-curricular trips support agreed and trialled.</p>	<p>BUDGETED: £8000</p> <p>SPENT: £14,581.95</p>

	sociability, resilience and academic attainment.	<ul style="list-style-type: none"> • Support with voluntary musical tuition in Y9 and above. • Regular reminders in School Newsletter about support available. • Regular reminders to staff about how to implement support. • Promotion of Duke of Edinburgh bursaries from external providers. 	in positive snapshots, progress data and attitude scores.	PP funding used to cover all Activities Week costs in full.	
E	PASTORAL SUPPORT All PP students will receive appropriate intervention and support for any social or emotional issues which may arise.	<ul style="list-style-type: none"> • PP coordinator to review CPOMS, Snapshots and termly data to identify potential social and emotional issues, as well as attendance issues. • Appointments with the school counsellor as necessary. • Parental Information Evenings run by the PSHE department to promote understanding of social and emotional issues to all parents. • Staff link role to support PP students who have been identified as in need of additional contact time. 	Feedback from students, parents and staff, analysis of attendance records, progress and attitude grades will be used to determine how effective this support has been.	Links between the PP Coordinator and the Heads of Year have been strengthened throughout the year via fortnightly meetings and communication at key data points. Staff link roles have continued to have a positive impact (one of these was funded by additional EHCP funding). All-staff training on neurodiversity booked during this academic cycle (for Nov 2023).	BUDGETED: £1000 SPENT: £1000

Total PP Budget 2022-2023: £31,520

Total Expenditure: £20,727.46

Rollover: £15,259.88

FURTHER READING

Guidance reports | EEF (educationendowmentfoundation.org.uk)

Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)

'The Pupil Premium: how schools are spending the funding successfully to maximise achievement' (Ofsted, 2013).

'The Pupil Premium: how schools are using the Pupil Premium to raise achievement for disadvantaged pupils' (Ofsted, 2012).

Using pupil premium: guidance for school leaders - GOV.UK