



## Pupil Premium Strategy Statement for 2025-2026 and Review of 2024-2025

School Overview					
School	Altrincham Grammar School for Boys				
Total number of pupils	1434	Last review date	November 2025		
Number of pupils eligible for PP	63	Date of Publication	December 2025		
% of pupils eligible for PP (based on Y7-Y11: 1036)	6.1%	Next Review Date	September 2026		
PP Coordinator	Richard Hobson-Williams	Statement authoriser:	Graeme Wright	PP Link Governor	Sarah Roden

Funding 2025-2026	
Pupil premium funding allocation this academic year	£63,050
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,030
Total budget for this academic year	£68,080

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 to thrive. Staff and governors of the school are committed to taking an individualised approach which delivers support effectively and discreetly.

## PART A: Pupil Premium Strategy Statement 2025-2026

### Three Year Plan (commencing 2024)

- To identify and close any gaps in achievement
- To continue to offer, deliver and evaluate effective support
- To welcome greater numbers of students in receipt of PP into AGSB, as per our Outreach strategy
- To ensure students in receipt of PP are fully supported as part of the school's future Digital Strategy

Intended Outcomes			
	CHALLENGE	INTENDED OUTCOME	SUCCESS CRITERIA
<b>A: ACADEMIC PROGRESS</b>	<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>B: EQUIPMENT FOR LEARNING</b>	<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>
<b>C: PREPARATION FOR ADULTHOOD</b>	<p>Some students in receipt of PP may come from families with limited experience of post-16 education, A Level choices or how to access</p>	<p>Students in receipt of PP will have access to good educational and Careers advice to determine their pathways after GCSE.</p>	<p>All students in receipt of PP will reach the academic standards for entry into the Sixth</p>

	the university courses and careers they aspire to.		Form at AGSB and make informed choices about their post-16 pathway.
<b>D: EXTRA-CURRICULAR</b>	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. This will also include access to peripatetic music and drama lessons offered as part of the extra-curricular program.	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.
<b>E: PASTORAL SUPPORT</b>	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.

Strategy 2025-2026			
Challenge	Activities	Evidence that supports this approach	Cost
<b>A: ACADEMIC PROGRESS</b>	<p><b>IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• Use of CAT4 data to identify potential areas of weakness early.</li> <li>• Enhancement of Year 6 to Year 7 and Year 11 to Year 12 transition process to identify potential difficulties in previous educational settings.</li> <li>• Review of termly attainment data, in conjunction with Heads of Department and Heads of Year, to identify attainment issues. This includes any ‘snapshot’ reports.</li> <li>• Regular reminders to staff about accessing PP list and being aware of which students may require support.</li> </ul> <p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Reduced class sizes in English, allowing more opportunities for teacher support and targeted provision (including support from Learning Support Assistants).</li> <li>• Use of CAT4 data, alongside termly academic progress data, to identify potential learning difficulties a pupil may experience.</li> <li>• Additional support through subject prefects and peer mentors.</li> <li>• Priority places for Homework Club, at which Learning Support Assistants and Inclusion Prefects provide targeted support.</li> <li>• Continued Professional Development (CPD) for teaching staff through the GTT program</li> <li>• Staff receiving external CPD on underlying learning difficulties, including ASC and ADHD.</li> <li>• SEND CPD for Learning Support Assistants and all-staff CPD on effective high-quality, adaptive teaching strategies.</li> <li>• Information Evening for parents for specific year groups.</li> <li>• Head of Inclusion available at parents’ evenings to discuss specific issues related to PP.</li> <li>• Revision advice booklets for each year group.</li> <li>• Free subject revision guides for Key Stage 4 students to encourage independent learning.</li> <li>• Intervention timetable for GCSE (staff and prefects).</li> <li>• Continuation of ‘Intervention+’ program to provide additional support when required.</li> <li>• Fully covered curriculum trip places for all PP students.</li> <li>• Access to Inclusion Prefect support via S6 and Homework Club.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research shows students from disadvantaged backgrounds have been disproportionately affected by school closures – investment in identification systems will support diagnosis of need</li> <li>• EEF identifies high-quality teaching, peer support, targeted academic support as high impact strategies</li> <li>• EEF identifies metacognition and feedback as having a high impact on attainment. All staff have received training on metacognition</li> <li>• Positive feedback from other schools regarding new software systems to promote literacy.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	£23,000

<b>B: EQUIPMENT FOR LEARNING</b>	<ul style="list-style-type: none"> <li>• Automatic payment from PP budget for all essential equipment for learning e.g. revision guides or calculators.</li> <li>• Free blazer, house tie, two basic PE kits and Food Tech Aprons for all PP students.</li> <li>• Pupil Premium pencil cases offered to all PP families and posted during the summer holidays.</li> <li>• Support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits.</li> <li>• Free musical instrument provision in Years 7-9, including free peripatetic lessons.</li> <li>• Free musical instrument provision in Year 10-11 for those taking GCSE Music and/or taking part in extra-curricular music activities (for example, the annual school show or school band)</li> <li>• Support with access to technology where needed.</li> <li>• Purchase bank of laptops to support students struggling with access to technology.</li> <li>• Additional printer credits to support access to technology.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research found that lack of equipment was a challenge for 48% of disadvantaged students during the COVID pandemic <a href="#">EEF publishes findings from independent evaluation of National...   EEF</a></li> </ul>	£29,985
<b>C: PREPARATION FOR ADULTHOOD</b>	<ul style="list-style-type: none"> <li>• Priority appointments with the Careers Advisor.</li> <li>• Free referrals to higher education specialist for bespoke advice if needed.</li> <li>• Support with CV preparation through Careers Advisor.</li> <li>• Monitor Year 10 work experience choices.</li> <li>• Access to Unifrog careers testing.</li> <li>• Careers fair in Years 9 and 10 during the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• <a href="#">EEF Review of Evidence on Impact of Careers Education</a></li> </ul>	£0
<b>D: EXTRA-CURRICULAR</b>	<ul style="list-style-type: none"> <li>• Year 7 extra-curricular fair to promote activities on offer.</li> <li>• Full funding for year group enrichment trips (such as the Year 7 residential trip) and for other opportunities when representing the school.</li> <li>• Subsidised places on extra-curricular trips (using established funding formula)</li> <li>• Support with voluntary musical tuition.</li> <li>• Fully subsidised LAMDA sessions in Years 7 to 11.</li> <li>• Regular reminders in School Newsletter about support available.</li> <li>• Regular reminders to staff about how to access financial support for extra-curricular activities and trips.</li> <li>• Subsidised Duke of Edinburgh Award Places</li> </ul>	<ul style="list-style-type: none"> <li>• 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. <a href="#">Parent Power 2018 - Sutton Trust</a></li> </ul>	£15,000

<b>E: PASTORAL</b>	<ul style="list-style-type: none"><li>• PP coordinator to review CPOMS, snapshots and termly data to identify potential social and emotional issues, as well as attendance issues.</li><li>• Appointments with the school counsellor as necessary.</li><li>• Priority places for peer mentoring and Head of Year intervention sessions.</li></ul>	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. <a href="#">Social and emotional learning   EEF</a>	£0 Unallocated budget available to help with unforeseen need
--------------------	---	--	---

**PART B: Review of PP and Recovery Premium Spending 2024-2025**

Pupil Premium Strategy Outcomes					
	Intention	Implementation	Desired Impact	Evaluation	Cost
A	<b>ACADEMIC PROGRESS</b>	<p><b>IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• Use of CATS data to identify potential areas of weakness early.</li> <li>• Review of termly attainment data, in conjunction with HoDs and HoYs, to identify attainment issues.</li> <li>• Regular reminders to staff about accessing PP List and being aware of which students may require support.</li> </ul> <p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Setting in Maths/English to reduce class size and target support.</li> <li>• Use of GL Exact to identify learning needs (Y9 screener).</li> <li>• Use of IDL (and possibly reader pens) to support students with identified literacy gaps.</li> <li>• Additional support through subject prefects.</li> <li>• Priority places for peer mentoring and HoY intervention sessions.</li> <li>• Priority places for HW Club, at which LSAs and Inclusion Prefects provide targeted support.</li> <li>• Understanding of meta-cognition and effective feedback continuously promoted in staff meetings and INSET.</li> <li>• Staff have received external staff CPD on neurodiversity in the classroom and understanding early childhood trauma and attachment.</li> <li>• SEND CPD for Learning Support Assistants and all-staff CPD on effective Quality First Teaching.</li> <li>• Y7 Study Skills session and Information Evening for parents.</li> <li>• Revision advice booklets for each year group.</li> <li>• Free subject revision guides for KS4 students to encourage independent learning.</li> </ul>	<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>Students in receipt of Pupil Premium continue to achieve broadly in line with peers. In some year groups, they are outperforming their non-PP counterparts.</p> <p>Due to costs and questions regarding impact, the use of screeners is being reviewed in 2025-2026. As CAT4 and other available evidence can be used to identify need, it is possible that the money used to pay for screeners may be better used elsewhere (including staff training packages).</p> <p>Staff continue to receive regular reminders about how to access PP information and their responsibilities in supporting these students.</p> <p>High-quality, adaptive teaching strategies are incorporated into teacher planners. Universal adaptive teaching strategies shared with all staff using Arbor.</p> <p>Funding of curriculum trips has worked effectively and ensured full participation. This will continue due to its impact on wider school participation.</p>	£20,000

		<ul style="list-style-type: none"> <li>• Y10 Information Evening for parents to support learning at home.</li> <li>• Intervention timetable for GCSE (staff and prefects).</li> <li>• Intervention+ launched 2024-25 to provide additional intervention support</li> <li>• Fully covered curriculum trip places for all students on FSM Y7-Y13.</li> <li>• Access to Inclusion Prefect support via S6 and HW Club.</li> </ul>			
<b>B</b>	<b>EQUIPMENT FOR LEARNING</b>	<ul style="list-style-type: none"> <li>• Automatic payment from PP budget for all essential equipment for learning e.g. revision guides or calculators.</li> <li>• Free blazer, house tie, two basic PE kits and Food Tech Aprons for all PP students.</li> <li>• Pupil Premium pencil cases offered to all PP families and posted during the summer holidays.</li> <li>• Support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits.</li> <li>• Free musical instrument provision in Y7 and Y8 and subsidised tuition for those who choose to continue.</li> <li>• Support with access to technology where needed.</li> <li>• Purchase bank of laptops to support students struggling with access to technology (these can then become part of our Digital Strategy devices from 2026).</li> <li>• Additional printer credits to support access to technology.</li> <li>• Ringfenced funding from previous rollover available to support with future Digital Strategy – we will ensure funded laptops for those in need.</li> </ul>	Students in receipt of PP will have access to all equipment necessary for their learning.	<p>Provision of stationary and other subject-specific materials is impactful on the ability of pupils to access the curriculum and make progress in line with their peers.</p> <p>Covering uniform costs relieves pressure on parents and allows pupils to have access to the same items as their non disadvantaged peers.</p> <p>Subsidies for music provision will be reviewed to cover all students in Years 7-11 and not just in early Key Stage 3.</p> <p>A bank of laptops will be bought using ‘carried forward’ funding in 2025-2026. These will then be available to Y7-11 pupils should they need access to a device to engage with the curriculum. This follows a re-evaluation of AGSB’s Digital Strategy to initially cover the sixth form only.</p>	£11,194
<b>C</b>	<b>PREPARATION FOR ADULTHOOD</b>	<ul style="list-style-type: none"> <li>• Priority appointments with the Careers Advisor.</li> <li>• Free referrals to higher education specialist for bespoke advice if needed.</li> </ul>	Students in receipt of PP will have access to good educational and Careers advice in order to	These systems continue to ensure effective support in preparation for adulthood. We were also able to offer	£0

		<ul style="list-style-type: none"> <li>• Support with CV preparation through Careers Advisor.</li> <li>• Monitor Y10 work experience choices.</li> <li>• Access to Unifrog careers testing.</li> <li>• STEAM careers fair.</li> </ul>	determine their pathways after GCSE.	priority places to a Careers Fair which became available.	
<b>D</b>	<b>EXTRA-CURRICULAR</b>	<ul style="list-style-type: none"> <li>• Y7 extra-curricular fair to promote activities on offer.</li> <li>• Full funding for year group enrichment trips (such as the Y7 residential trip) and for other opportunities when representing the school.</li> <li>• Subsidised places on extra-curricular trips (using established funding formula)</li> <li>• Support with voluntary musical tuition in Y9 and above.</li> <li>• Regular reminders in School Newsletter about support available.</li> <li>• Regular reminders to staff about how to implement support.</li> <li>• Subsidised Duke of Edinburgh Award Places</li> <li>• Support for 16-19 Bursary recipients with curriculum trips.</li> </ul>	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.	<p>A significant proportion of our PP spending continues to go on this area of school life. Our investments here are ensuring that students can access the huge array of opportunities available within school and in terms of trips.</p> <p>There will also be a review of subsidising Music and LAMDA lessons for Y7-11 so that they come at no additional cost to parents. This will increase the ability of pupils to participate in extra-curricular Music and Drama activities in all year groups.</p>	£27,445
<b>E</b>	<b>PASTORAL</b>	<ul style="list-style-type: none"> <li>• PP coordinator to review CPOMS, Snapshots and termly data to identify potential social and emotional issues, as well as attendance issues.</li> <li>• Appointments with the school counsellor as necessary.</li> </ul>	All students in receipt of PP will receive appropriate intervention and support for any social or emotional issues which may arise.	<p>This support continues to work well. There are no students who currently require a more bespoke 1:1 support role, but this option remains available in future budgets, should the need arise.</p> <p>Staff and peer mentoring to be used to support pupils who may be struggling in school academically and/or emotionally. PP pupils to be prioritised should staff feel the need for extra support in these areas.</p> <p>Pastoral manager to be appointed in Spring 2026 who will be able to check-in with PP pupils that may be struggling</p>	£0

				with social, emotional and mental health difficulties.	
--	--	--	--	--	--

**Total PP Budget 2024-2025: £63,669 (including £9551 roll forward from 2023-2024)**

**Total Expenditure: £58,639**

### **FURTHER READING**

Guidance reports | EEF ([educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk))

Teaching and Learning Toolkit | EEF ([educationendowmentfoundation.org.uk](https://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