

# Langley Grammar School

## Pupil Premium Grant Report for academic year 2018/19



### Background

The Pupil Premium Grant refers to additional funding given to schools to support students on roll who receive, or have received in the last six years (Ever 6), free school meals (FSM). Funding is also received to support students who are in Local Authority care and those who have been adopted from care into families. Collectively these students will be referred to as 'disadvantaged' and there is evidence to suggest that across the country, these students do not achieve as well as those from non-disadvantaged backgrounds. The aim of this funding is to try to close this 'achievement gap' by enabling schools to directly support individual students appropriately. In addition, funding is also received to provide pastoral support for children from service families.

The Pupil Premium represents a very significant investment of over £2.5 billion of public funds each year, and the Department for Education is understandably anxious to demonstrate the impact of the additional funds. Schools are required to provide annual reports to parents summarising the allocation and use of the Pupil Premium funding received each year, together with an evaluation of the impact it is having on the progress and achievement of disadvantaged students.

The number of disadvantaged students at Langley Grammar School is relatively low; these students almost always achieve well.

Pupil premium funding is based on the school census for the previous year. The funding for the academic Year 2018-19 was therefore based on the number of eligible students in the preceding year, 2017-18. The funding is therefore not 'ring-fenced' to the specific students who attract it; the school decides how best to use the funding, as long as it is used to raise the attainment of disadvantaged and other vulnerable children.

### Pupil premium grant (PPG) received

|   |                |
|---|----------------|
| Total number of students on roll – Years 7-11       | 822            |
| Total number of students eligible for PPG           | 57             |
| <b>Brought forward from 2017-18</b>                 | <b>£4,360</b>  |
| <b>Total amount of Pupil Premium Grant received</b> | <b>£54,025</b> |
| <b>Total expenditure</b>                            | <b>£53,927</b> |
| <b>Carried forward to 2019-20</b>                   | <b>£4,458</b>  |

## Outcomes for disadvantaged students v non-disadvantaged

| 2018-19                                    | Disadvantaged | Non-disadvantaged |
|--|---------------|-------------------|
| Number of students                         | 10            | 143               |
| % achieving Grades 9-5 in English          | 100           | 97.2              |
| % achieving Grades 9-5 in maths            | 100           | 98.6              |
| % achieving EBACC                          | 80            | 77.6              |
| Average Attainment 8 score                 | 71.75         | 73.89             |
| <i>Average Total Progress 8 Score</i>      | <i>0.618</i>  | <i>0.610</i>      |
| <i>Average Progress 8 Score in English</i> | <i>0.663</i>  | <i>0.5577</i>     |
| <i>Average Progress 8 Score in maths</i>   | <i>0.746</i>  | <i>0.689</i>      |

## Summary of PPG spending

The Pupil Premium Grant is spent in a number of ways, the impact of which is clearly evaluated. As well as looking at the overall impact of the funding on disadvantaged students, we also measure the effectiveness of provisions and interventions put in place to support individual students.

No single intervention strategy can provide a complete solution to the individual needs of students and therefore the impact of each key provision funded by the Pupil Premium Grant is evaluated by analysing the achievement and engagement in learning of the students receiving that provision. This evaluation takes place for each year group after each data collection.

In 2018-19, the nature of support included:

- Provision of resources that will allow disadvantaged students to access the curriculum in full e.g. support with access to iPads
- Subsidise enrichment activities (e.g. educational visits, peripatetic music lessons) to ensure equality of opportunity for disadvantaged students
- Provide additional personalised careers information and guidance as students move on from GCSE programmes
- Focused intervention, beyond that already provided as part of the taught curriculum, to address identified underachievement
- Prioritised access to learning mentor and school counsellor support if appropriate
- Funding staff capacity for collection and analysis of student progress data to inform focused intervention
- Investment in the professional development of teachers and support staff to improve support for disadvantaged students.

## Evaluation of impact

The performance of the 10 disadvantaged students in Year 11 was in line with that of non-Pupil Premium students.

- Overall, disadvantaged students in Year 11 made greater progress than students of similar prior attainment nationally.
- The Progress 8 score for disadvantaged students (0.618) was slightly above that of non-disadvantaged (0.610) students within the school.
- 100% of disadvantaged students achieved 9-5 in English and maths compared to 96.5% of non-disadvantaged.

## Looking forward – Pupil Premium in 2019-20

|   |                |
|---|----------------|
| Total number of students on roll – Years 7-11 | 854            |
| Total number of students eligible for PPG     | 69             |
| <b>Total amount of PPG received</b>           | <b>£58,365</b> |

### Priorities for use of Pupil Premium grant in 2019-20

#### Tier 1: Developing quality of teaching for all Tier 1 support may include:

- Purchasing various resources to develop whole school priorities such as developing vocabulary.
- Staff training initiatives to strengthen teaching and learning.

#### Tier 2: Individual academic support may include:

- Revision apps, eg GCSEpod
- Revision guides
- Targeted revision sessions
- Subject-specific intervention
- Transport to attend revision sessions.

#### Tier 3: Wider strategies for individuals that support personal development and readiness to learn, develop resilience or encourage high aspirations.

- Peripatetic music lessons
- Clubs – transport or kit within or outside of school
- Educational visits and other chargeable activities
- Uniform
- Stationery and folders
- iPads for learning
- Enabling parents to attend events in which their students are participating
- Access to Student Support and specialist staff e.g. Behaviour and Welfare Practitioner.