

Pupil Premium Link Governor school visit 2021/22

Name and role of governor	Caroline Milligan, Standards Committee and Pupil Premium Link Governor
Pupil Premium leads	Roz Grindey (Pupil Premium Lead) Amy McLellan (Pupil Premium Lead)
Date and time of visit	Wednesday, 2 nd February, 10:30am
Agreed focus	To talk about KGGS's Pupil Premium strategy; funding, implementation, areas of success and concern.
Relevant school objective or priority	'quality of education, behaviour, attitudes to learning and safeguarding' (KGGS School Development Plan, 2021/22)

We discussed the pupil premium strategy and how it is being implemented across the school this year:

Communication and awareness of Pupil Premium – Mel Watson (finance) and Helen Baker (data) collaborate closely with PP leads regarding the PP provision map that identifies the needs of PP students and how funding has been allocated to meet the needs. PP leads receive an updated list of PP students at the start of the academic year and are notified by Helen Baker if new PP students join the school during the year. PP leads contact PP students' parents or guardians at the start of the year via a letter. Additionally, they make phone calls home throughout the year to make parents and guardians aware of tutoring sessions and to encourage students to take advantage of targeted intervention strategies.

There is a small proportion of students who are eligible for PP at the school – 6.0%. Teachers are aware of each PP pupil's status and intervention strategies and can access this information on Bromcom. PP leads have used time in a whole staff meeting at the start of the academic year to update and communicate with staff on PP needs and strategy; barriers to learning and individual needs, tutoring programs and wider educational support.

Pupil premium across KG:

- **Year 7** – 6 Ever6 pupils, 10 FSM pupils, 4 LAC children (20 total)
- **Year 8** – 6 Ever6 pupils, 10 FSM pupils, 1 LAC child, 2 Service Children (19 total)
- **Year 9** – 3 Ever6 pupils, 16 FSM pupils, 4 Service Children (23 total)
- **Year 10** – 5 Ever6 pupils, 8 FSM pupils, 1 LAC child, 6 Service Children (20 total)
- **Year 11** – 5 Ever6 pupils, 7 FSM pupils, 6 Service Children (18 total)

Quality of teaching and learning (Budgeted cost: £27,820) - PP outcomes for 2020/21 revealed that the school's strategy of focusing on providing high quality teaching and learning has been effective in closing the gap between disadvantaged pupils and non-disadvantaged pupils.

Year Group (2020/21)	P8 Score (PP students)	P8 year group average
11	1.0	0.93
10	0.45	0.2
9	0.056	0.036
8	-0.02	-0.02
7	-0.02	-0.02

Targeted academic groups are traditionally the Year 10 and 11 groups, with a focus on Year 11. However, tutoring is offered to all PP students, but the take-up in the lower years is low. A possible

explanation for the similar P8 scores in Years 7 and 8 is that these students joined secondary school in the middle of the COVID pandemic. Their introduction to secondary school life has been remarkably different to other year groups, with possibly more mental health and emotional needs and a longer period of adjustment to life in a fast-paced, highly academic grammar school.

There is evidence of ongoing, rigorous evaluation of pupils' attainment; three tracking cycles ensure each PP tracking sheet is analysed and PP leads use this information to target individual pupils' needs according to subject and achievement. Because of the low number of PP students in the school, the data fluctuates, making it hard to identify trends. Currently, the Year 11 tracking looks extremely positive although there are not many PP students in Year 11 who require tutoring or targeted intervention.

Part of the budgeted cost for teaching and learning funds the Trio's CPD program in school; encouraging collaboration between colleagues and ensuring high quality teaching. In addition, the budget is used to fund teaching materials and programs; GCSEpod, MathsWatch and Educake are popular with the students and easy to access and use.

Targeted academic support: (Budgeted cost: £25,300) – In 2020/21, this took the form of online tutoring, delivered by Manning's Tutors, in line with the National Tutoring Program. Students (disadvantaged and non-disadvantaged) could choose their tutor sessions at a convenient time whilst Manning's led and managed the sessions. This year, the tutoring is carried out a little differently; the Catch up grant and the PP funding have been 'pooled' and the money is used to carry out a 'whole school' online tutoring approach. This is school-led, in line with the National Tutoring Program. KGS staff volunteer to tutor after school at £18 per hour (QTS teacher). Due to the end of the school day logistics and timing, this tutoring takes place mostly between 4 and 5pm, in-person, in school instead of online as it was previously carried out. Some teachers find this intervention method is not as convenient or as flexible as it could be because many students need to catch buses at the end of the school day and, consequently, are unable to participate in the tutoring sessions. Some teachers offer tutoring in the evening between 6 and 7pm, but this is not common. These concerns have been raised with Zoe Anderson. Year 11 and 13 students are taking advantage of this form of tutoring and are benefiting from the intensive catch-up sessions and, indeed, the dedication and commitment of their teachers ('tutors'). Most of the tutoring sessions take place on either Zoom or Teams.

Targeted English and Maths catch-up intervention takes place over cycles lasting 15 weeks. If required, students are given extra support after the cycle. Peer mentoring in the Sixth Form is in progress; the take-up for this is positive and it also helps the sixth form students gain confidence in their subject as well as skills in leading and managing small groups.

40 laptops have been given out to pupils. Pupils keep these laptops until the end of Year 11, when they return them to the school. Each PP student who starts school at KG is offered a laptop. This has positively impacted the online tutoring initiative.

Wider strategies (Budgeted Cost: £56,000) – The school has employed two counsellors as part of the wellbeing team. Some PP students struggle with anxiety related to school and home and take advantage of the counselling sessions. PP leads monitor who is accessing the extra mental health and wellbeing support. Mental health workshops run by the 'Self Esteem Team', a resilience and mental health group of speakers who have led assemblies at KG that help young people navigate their minds. Music tuition is offered to all PP students; the council subsidises 50% and the school fund the remaining balance. This is popular with PP students. There is support available for extra-

curricular activities related to the Duke of Edinburgh scheme and theatre and sport trips. School attendance is monitored and data is shared with all HoYs. A few PP students are school refusers which negatively affects the attendance rate. There are specific intervention strategies to encourage these pupils; online learning, counselling, phone calls home, collaboration with other organisations.

Increasing intake of disadvantaged pupils – The FROG 11+ learning platform has been rolled out to all primary schools in and around Grantham. This is a virtual learning platform that helps students prepare for the 11+ examination; practise questions, tips, strategies and videos that reduce the need for private tutors for disadvantaged students. It is hoped it will also increase aspiration amongst more able students in deprived areas. Originally, PP leads and KGGS staff planned to go into primary schools to promote the school and the FROG platform. However, because of the disruption to school life as a result of the pandemic, this has not happened. Instead, KGGS and Kings School sent login details for FROG to all primary schools at the beginning of this academic year. It will be interesting to observe and measure the impact of this initiative.

Funding Overview

The PP budget for 2021/22 is £114,194. A breakdown of this can be found in the KGGS pupil premium strategy statement on the website.

The PP leads collaborate closely with Mel Watson, finance assistant, and Helen Baker regarding monitoring the use of funds throughout the year and receive updates on the balance of the funding. MW and HB keep a list of PP students and the PP leads get an updated list of PP students at the start of the year and are notified by HB when a new PP student joins the school during the year.

Successes

- 2020/21 online tutoring had a measured and positive impact in closing the gap between disadvantaged and non-disadvantaged pupils.
- Regular, effective parental and guardian contact and 'visibility' in the school.
- Variety of intervention strategies, tutoring and support for PP students.
- PP strategy positively impacts the whole school
- Strategy to increase the intake of disadvantaged pupils
- Roz and Amy bring fresh ideas and perspectives to their roles as PP leads and are clearly invested in their vision for the years ahead whilst possessing a genuine desire to see all disadvantaged students in the school succeed. They are open to new ideas and keen to improve their skills in evaluating impact.
- Due to teaching commitments in the Maths department, Amy McClellan will be stepping down as Pupil Premium lead. John Breckles (Science teacher) will be taking her place as co-Pupil Premium lead with Roz. In March, Amy will use a week to 'handover' to John.

Challenges

- Budget expenditure: £38,609 was spent on laptops during 2020/21 as a result of the COVID lockdowns and to help with online schooling. This amount was 'recapitalised' and refunded back to PP. As a result, the PP budget is healthy for 2021/22. A lot of the budget has been committed to tutoring and some CPD related to Trio's. There is a concern that not all of this budget will be utilised this year and could instead, perhaps, be utilised for extra staff CPD; whole staff INSET days, external speakers and personal development for staff (related to their subject teaching and wellbeing). A suggestion was for staff to receive extra training in using GCSEpod more effectively in their subject lessons.

- Whole staff awareness of Pupil Premium strategy: staff training during an INSET and more targeted PP INSETS.
- Evaluating impact: PP leads would love to become more effective and confident in evaluating the impact of intervention strategies. More CPD for PP leads in this area. Regular progress meetings with the PP students; termly feedback meetings.
- KGGs Pupil Premium is in a unique situation as a grammar school; PP leads would like to collaborate with other grammar schools and share ideas and common concerns. PP students' needs in our school are very different to PP students' needs in other schools in the area.

How can governors help?

- Suggestions for utilising the budget for high-quality teaching and learning. (resources, CPD for staff, programs for pupils)