



Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery 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	1387 (including sixth form) 1037 Years 7-11
Proportion (%) of pupil premium eligible pupils	5.79%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	LGB
Pupil premium lead	Rhianne Bond (Vice Principal)
Governor / Trustee lead	Zoe Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,800
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£17,863.75
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>	£76,663.75

Review of Spend 2023-24

Transport	£6,200
Books	£1,181.55
Educational Materials	£3,816.58
External providers	£4,245
Music Lessons	£13,595



FSM Top-up	£418.35
Uniform	£3,397.15
Trips & Educational Visits	£9,989.60
Total	£42,834.23

The review of spend highlights the following:

On the surface, there has been an underspend by approximately £22,000. However, Louise Simpson will give context to this in the Governors meeting.

Areas where spending is less than expected:

- FSM
- Uniform
- Trips.

Despite budgeting for an extra £0.85p per day for FSM students to purchase a breakfast item or snack at rec, this has been underutilised. Investigation needs to take place to understand whether this is due to lack of knowledge that students have access to this extra money, or whether they are just not purchasing this due to eating at home for example. Similarly, uniform contributions have not all been claimed by parents. They are informed that the contribution can be used by visiting Monkhouse and purchasing uniform up to the allocated value, however, not all parents have done so. This is surprising as most uniform items are required to be bought from Monkhouse due to being school branded items. However, parents may be taking advantage of our second-hand uniform, which is being sold at low cost. Further investigation will be conducted this academic year. Although PP students are funded for curriculum trips and teachers are aware to inform the trip coordinators not to charge PP students, these trips are usually local and low in cost. There seems to be more to do in creating awareness in staff, students and parents that there are funds available to contribute to extra-curricular trips and residential which doesn't seem to be fully exploited at the moment.

Areas where spend is higher than expected:

- Additional resources for the classroom, homework, or revision across the curriculum.
- Extra-Curricular activities including music lessons, LAMDA and DofE.

HODs and staff involved in the organisation of extracurricular activities are aware of the PP fund and how it can be used to support PP students, and this is being fully exploited. We will continue to use the PP fund for these resources and activities but allocate more of the budget to these areas.

This year, we are trialling Evolve Clubs, which will allow us to analyse PP engagement with extra-curricular clubs and activities and to facilitate student voice activities to gain insight into the value placed on these opportunities by students and parents.





Review of the academic year 2023/24

Outcomes for disadvantaged pupils

GCSE

There were 11 students who sat GCSEs in the 2024 summer series who were eligible for PP. The average point score for PP students was 7.7 compared to 8.1 for non-disadvantaged. 100% of PP students achieved grades 4-9 in all subjects. 86% of grades achieved by PP students were grades 7-9 compared with 90.6% in non-disadvantaged students, with 13.3% less grade 9s, 2.9% more grade 8s and 5.8% more 7s, highlighting a potential gap between disadvantaged and non-disadvantaged at the very top end (although the cohort size is small). The national average in secondary selective schools for grades 7-9 was 60.3% and 4-9 was 97%, meaning that PP students at AGGS have achieved at a higher level than the national average, especially at the top end.

All PP students were entered for and successfully achieved EBacc.

In terms of destinations for continued education, 8 out of the 11 Year 11 PP students joined Year 12 at AGGS, with 3 students choosing to go elsewhere.

Year 10

The average point score of the 11 students eligible for PP in the end of year exams was 6.8 compared to non-disadvantaged peers who achieved an average point score of 6.9. 62.7% of grades were a grade 7 or above for disadvantaged students compared with 67.6% of non-disadvantaged students. There was very little difference between the percentage of disadvantaged and non-disadvantaged attaining grade 8s, but a 4.6% difference at grade 7 meaning that more disadvantaged students achieved grades 4-6 than non-disadvantaged. However, due to the small number of PP students at AGGS it is difficult to draw general conclusions.

KS3

In year 7 (12 students), year 8 (13 students) and year 9 (13 students) the average band achieved in end of year internal examinations was band 2. This means that collectively they fall into the middle 50% of students in the year group. The table below shows the comparative average band for each year group.

Year 7		Year 8		Year 9	
PP	Non-PP	PP	Non-PP	PP	Non-PP
2.02	1.94	2.23	1.96	2.19	1.96

This demonstrates that statistically there is very little difference between disadvantaged and non-disadvantaged student achievement at KS3.

Overall, PP students have generally achieved highly and in line with their non-disadvantaged peers at AGGs, however, the data will inform our future strategy and reviews of this.

Attendance & Punctuality

Average attendance of PP students is better than their non-disadvantaged peers by 0.5% but this is not statistically significant. In terms of punctuality, disadvantaged students have more late marks on average than their non-disadvantaged peers, but again, with such small numbers of PP students it is difficult to draw conclusions about this. However, it is worth noting that the majority of PP students live on average 4.69 miles away from school with some living up to 15 miles away.



Pupil premium strategy plan 2024-25

Statement of intent

We aim to implement a curriculum that removes the notion of disadvantage and helps students to achieve, regardless of their circumstances or background. In terms of outcomes, we aspire for students who are 'disadvantaged' to reach levels of attainment that are well above national averages for selective secondary schools and in line with their non-disadvantaged peers in school. We want students to move successfully and confidently to their next stage of education or training.

As a school we are committed to providing exceptional teaching and learning and our Pupil Premium Strategy is built on this foundation. Additionally, targeted academic support and a range of wider strategies provide extensive support to identify and break down any barriers to progress those students face. Leaders at AGGS are highly aspirational in their aims for disadvantaged students and critically evaluate the impact of their actions to ensure that the Pupil Premium is continuously reviewed and improved.

Challenges

Challenge number	Detail of challenge
1	Financial barriers to engagement in extra-curricular activities, trips and opportunities providing cultural capital.
2	PP support not being fully exploited by parents/students e.g. not using uniform contributions or additional FSM contributions.
3	Lack of knowledge of the barriers faced by individual PP students to inform targeted intervention and individualised support.
4	No oversight or monitoring of PP engagement with extra-curricular activities and trips.
5	No oversight or monitoring of PP engagement with subject intervention/help sessions.
6	This year's data in isolation highlights a potential gap in attainment at grade 9.

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
To ensure that barriers to engagement, progress and attendance and punctuality are removed.	
Ensure that PP students attain in line with their non-disadvantaged peers at AGGS (especially at grade 9	The gap at grade 9 will be closed. GCSE results will demonstrate that PP students at AGGS achieve in line with their non-disadvantaged



level at GCSE) and above disadvantaged students in selective secondary schools nationally.	peers and above students in selective secondary schools nationally.
To ensure that teachers are aware of the barriers faced by our PP students so that intervention and support can be targeted effectively.	Pen portraits for PP students will be in place and used by teachers as they are for SEND access to learning plans.
To ensure that parents are fully aware of the support available and therefore fully exploit it.	The expected spend on uniform, travel and FSM will be met.
To ensure that there is oversight of PP engagement with intervention sessions and extra-curricular opportunities.	All intervention sessions and extra-curricular clubs will be on EVOLVE clubs and monitored by the Vice Principal and HODS.

Activity in this academic year

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

Teaching

Budgeted cost: £ [0]

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class intervention via quality first teaching.	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	3

Targeted academic support

Budgeted cost: £ [1400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group subject intervention classes delivered at lunchtime and/or after school by teaching staff. Registers used to monitor attendance.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence	5,6
Staff Mentors will be assigned to PP students who are identified as not making expected progress or	Case studies demonstrate the positive impact of supporting student via 1:1 mentoring, and student feedback indicates that support in setting and reviewing	5,6



having issues with organisation or behaviour and will set and monitor SMART targets.	SMART targets is valued and builds their metacognition and self-regulation to think about their own learning more explicitly.	
Sixth Form Peer Mentors will be assigned to PP students who are identified as not making expected progress in particular subject areas, offering 1:1 tuition.	The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Finding show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	5,6
Use of Seneca Learning to support knowledge and retention and retrieval and to enable effective independent study and revision.	EEF: Metacognition and self-regulation report. There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology.	1,5,6

Wider strategies

Budgeted cost: £ [75,263.75]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pen portraits of PP Students to fully inform staff of barriers which may be present.	Case studies of SEND students demonstrate the positive impact of Access to Learning Plans which provide an insight for teachers into SEND student strengths, strategies which help them and interventions and additional provision in place. Having a pen portrait of PP students which highlight any contextual barriers will help pastoral and teaching staff understand how to target intervention and PP funding for that child.	3
Provision of resources required for the classroom ingredients for Food Technology), for homework or revision across the curriculum (including laptops).	Case studies demonstrate the positive impact of supporting students and families to overcome barriers such as being able to afford such resources to engagement, progress and attendance and punctuality. Some students require access to digital resources that cannot be provided by families in order to engage with learning.	1
£180 Contribution to transport costs for students who live more than 2 miles away from school.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers such as travel to engagement, progress and attendance and punctuality.	1,2
£200 contribution to uniform costs for students in years 7-11, including students in year 6.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers such as uniform to engagement, progress and attendance and punctuality.	1,2
Contribution towards extra-curricular activities at school which may incur a cost e.g. peripatetic music lessons,	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress according to the EEF. Improved outcomes have been	1,2,4



LAMDA exams, DofE. The school to contribute to the cost of either hire of specialist equipment or for the actual instruction itself if appropriate.	identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Evolve Clubs	Evidence shows that oversight of engagement of PP students in intervention and extra-curricular opportunities can aid monitoring, analysis and future planning.	4,5
High quality, regular and aspirational careers guidance and targeted support. This includes funding additional time for Connexions to hold 1:1 meetings with pupil premium students as well as some group sessions.	Evidence over many years in school suggests that students who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP students help to identify and address barriers as part of wider support strategies.	1
All curriculum trips will be funded by school for disadvantaged students. School will make a contribution of £200 per student towards residential or extra-curricular trips in line with current DfE guidance.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement and can bridge any gaps in cultural capital opportunities.	1
Maintenance of the daily allocation of an additional £0.85 for all students eligible for FSM in addition to the £2.65 meal per day to purchase a snack at breakfast or rec.	Evidence suggests that having access to breakfast and a hot meal improves the rates of concentration and engagement throughout the day.	1
Use of the school counselling service where appropriate for PP students to engage in talking therapy.	Engagement with counselling services helps to improve mental health and wellbeing and reduce the risk of concerns in this area becoming a barrier to engagement, progress, attendance and punctuality.	3
Specialist pastoral support	Provision of pastoral care enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	3

Total budgeted cost: £ 76,663.75