

Pupil Premium Strategy Planned Expenditure for 2023/24 and Final Year Review for 2022/23

Strategy review date: September 2023

Next review date: September 2024

The Pupil Premium Grant (PP) is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or has been in receipt of them in the last six years (Ever 6). The extra funding is made available to schools to help them narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

Nationally, the statistics show that pupils who are in receipt of PPG do less well than their peers in Public Examinations. The purpose of the grant is to try to close that attainment gap.

In the 2023 to 2024 financial year, all schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1035 for secondary-aged pupils

Schools also receive £2,530 for each pupil who is classed as the following:

- Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Or

- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order

In addition to this funding, schools are also allocated funding to support the children whose parents are Service Men or Women.

WGSG has fewer pupils who are in receipt of PPG when compared to most other schools, although we do have more than other selective schools.

At WGSG we are committed to providing the best opportunities and experiences for every pupil in the school by overcoming any barriers to learning. We implement a highly personalised and tiered approach of teaching and learning, targeted academic support and wider strategies, this year, the tiered approach has been preceded with a continued response to the needs of the students following lockdown and the Covid 19 pandemic. All staff have signed up

to the WGSG PP Charter, and have individual PP subject specific strategies. Each PP pupil has an individual plan that is developed with the pupil, teachers and parents to outline any barriers to learning and strategies of support.

WGSG Tiered Approach

- 1 **COVID related** actions based on the long term impact of the Pandemic will ensure that there are no barriers to learning particularly in relation to technology. Further to this with the increased concern for poor mental health strategies are in place to ensure that this does not become a barrier to success.
- 2 Spending on improving **teaching** might include professional development training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is key to success for all students.
- 3 Evidence consistently shows the positive impact that **targeted academic support** can have including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is key to our pupil premium strategy.
- 4 **Wider strategies** relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional and social support.

Summary of the main barriers potentially faced by students eligible for PP at WGSG:

- Impact of time out of school resultant from Covid 19
- Access to technology and resources to equip learners
- Mental health concerns related to both Covid 19 and wider issues
- Lower than average attendance and poor punctuality to school
- Low aspirations and self esteem
- Inadequate access to enrichment opportunities

- Lower than average parental engagement
- Lack of academic support outside of lessons

The aims of the WGSG PP Strategy Report are to outline:

- How much Pupil Premium money we receive
- How we have chosen to spend that money (informed by the latest research on the most effective and cost-effective strategies)
- Provide performance data to show the impact of the use of the resources.

WGSG PPG Income

- 2019-20 £47,685
- 2020-21 £60,825
- 2021-22 £50,615
- 2022-23 £60,085
- 2023-24 £60,030

WGSG Pupil premium strategy statement 2023 - 24

1. Summary information					
School	Wilmington Grammar School for Girls				
Academic Year	2023/24	Total PP budget	£ 60,030	Date of most recent PP Review	Sept 2023
Total number of pupils	1125	Number of pupils eligible for PP	67	Date for next internal review of this strategy	Feb 2024

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A. 1	Impact of time out of school resultant from Covid 19
B. 2	Mental health concerns related to both Covid 19 and wider issues
C. 3	Impact of quality of teaching and learning
D. 4	Low aspiration and self esteem
E. 5	Access to enrichment opportunities
F. 6	Attendance and punctuality to school
External barriers	
G.7	Access to technology and resources to equip remote learners
H. 8	Parental engagement

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Impact of time out of school resultant from Covid 19 is assessed with ongoing monitoring and interventions implemented in areas of concerns	On going monitoring against intervention
B.	To improve the mental well being upon return to school and throughout any periods of self isolation or continued Covid times	Wellbeing of PP pupils improved, effective pastoral and academic support.
C.	Teaching and Learning strategies implemented which focus on PP progress and outcomes to narrow the gaps. Greater consideration given in times of isolation and remote lessons.	A8 scores increase in line with non PP peers and the gap is removed.
D.	To raise aspirations of all students at WGSG and to close the gap between PP and non-PP students	Destination analysis improves in-line with non PP peers. Overall increase of P8 and attendance of all PP pupils from Years 7-11
E.	PP pupils have access to broad educational experiences	PP students involved in student voice/leadership. PP students engaged in opportunities to develop cultural capital.
F.	Improved attendance and punctuality to school	PP attendance increases to meet MAT target and the gap is removed between non pp peers
G.	Access to personal technology (laptop and printer) for independent learning	Attendance to all remote lessons/learning.
H.	Improved parental engagement with the school community and their daughter's education journey	P8 scores increase and gap narrows; improved mindset; improved attendance and punctuality.

4. Planned expenditure

Academic year

2023-24

The first section below is an immediate response to Covid 19 and its impact on students in receipt of PPG. The further three headings enable us to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Measures in response to Covid 19 pandemic

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gaps identified and measures in place to narrow	<p>Literacy intervention for all year groups with a particular focus on KS3</p> <p>Skills gaps identified – additional support in core subjects and skills across all subjects</p> <p>GCSE pod for identified areas knowledge, skills and subjects</p> <p>Year 7 transition to continue from transition day in July through form time activities and mentoring with support managers</p> <p>Pastoral support managers maintain contact with home following the transition welcome evening.</p>	<p>Education Endowment Trust research-based evidence suggests that 1-2-1 and small group tutoring can add the equivalent of 5 months learning.</p> <p>Focus on Y7 transition and KS4 which have less time to close gaps.</p> <p>Individual gaps supported through action plans to include resources for independent study .</p> <p>Tutors and support managers building a rapport with PP students/families through phone calls, newsletters and activities the work is</p>	<p>Joint planning and monitoring across depts. P8 data monitored.</p> <p>Teacher monitors take up and progress.</p> <p>Learning walks and through successful interventions. Form time check in to be utilised for opportunity to raise concerns.</p> <p>Ongoing monitoring through weekly check in.</p>	<p>SLT/HODs</p> <p>HoY 7 – ES/SM</p> <p>Pastoral support manager/Ho Ys</p> <p>All staff</p>	<p>Term 1/ongoing</p> <p>End of each term</p> <p>Termly</p> <p>Ongoing</p>

	<p>Year 7 to receive welcome pack with resources to support in lessons such as scientific calculator, art pack and tech apron</p> <p>All years offered stationary to support in school and remote learning</p> <p>Y11 offered revision guides, resources & revision planners</p> <p>Mentoring to include directed resources such as Oak Academy</p> <p>Uniform offered at request</p> <p>Lunch time & food voucher support for FSM to include on site breakfast snacks and water available</p>	<p>ongoing through form time activities.</p> <p>To ensure a smooth transition a material support pack to be provided for all in coming year 7.</p> <p>In order to prevent lost learning or anxiety due to a lack of equipment in lessons stationery support is offered to all PP.</p> <p>To ensure student have the correct resources to revise from. No student should be disadvantaged by a lack off equipment in school or to support independent study.</p> <p>In order to close the gap small group or individual mentoring will utilise a bespoke study package for remote intervention support.</p>	<p>Student support spreadsheet monitoring spend/impact</p> <p>Support managers to audit students and teachers to ensure what is required and best resources.</p>	<p>Support managers/teachers/HoYs</p> <p>Support managers</p>	<p>Term 1 in preparation for PPE but ongoing there after</p> <p>Ongoing</p> <p>Ongoing</p>
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Mental well being	<p>Identification of individual need triaged for</p> <p>1 Support managers weekly check in or support meeting</p> <p>2 Trailblazer well being programme</p> <p>3 Time 2 Talk</p> <p>Family support offered through clear school communication of in school support and blog entries offering external help</p> <p>Group intervention – 6 week programme of delivery to improve well being through resilience, confidence and self esteem workshops</p> <p>Mental well being noticeboard and regular form time advertising of internal and external support</p> <p>PSHE continuation of mental health and</p>	<p>To increase staff confidence in supporting their own and student well being.</p> <p>As part of the whole school approach to mental health the approach is resilience and self support but where there is a greater need the students are offered appropriate intervention and professional support. Greater family understanding promotes effectiveness of in school support and approach to mental health.</p> <p>As part of the tiered approach to mental well</p>	<p>Year team collaboration of planning and delivery with learning walks and student voice utilised.</p> <p>Pastoral staff discuss concerns through line management and weekly welfare meetings.</p> <p>Monitored through weekly welfare meeting with pastoral team.</p> <p>Monitored through conversation with families at review meetings and general check in phone calls.</p> <p>Staff feedback/ student questionnaire</p>	<p>SM/CP</p> <p>SM/HoYs/SE NCo</p> <p>HoY/Support managers</p> <p>KS 3 Support manager</p>	<p>Term 1</p> <p>Ongoing</p> <p>Term 2 - termly safeguarding analysis and welfare meetings</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>kindness to include kindness competitions</p> <p>Mental Health Prefect opportunities. Respect prefects running kindness competition.</p> <p>MH prefects planning resilience programme to be delivered to KS3</p> <p>Respect prefects action plan of anti bullying including WGSg charter and whole school assembly</p>	<p>being where a need is identified PP students are invited to the group intervention. This strategy is beneficial when supporting social concerns.</p> <p>There is a need to advertise in school and external support as well as maintain a profile of resilience and well being in the school.</p> <p>Opportunities for leadership roles are important to our approach to raising aspiration and through the support of this group work towards the whole school approach to mental health is increased and widened with student input</p>	<p>Student feedback through school council</p> <p>Application process supported by form tutor and support managers. Each prefect group is linked with a member of staff to monitor action plan.</p>	<p>Pastoral team</p> <p>SM and all link staff</p>	<p>Ongoing</p> <p>Term 1</p>
<p>Technology does not become a barrier to remote learning</p>	<p>Laptop provision and ongoing IT support.</p>	<p>This is an ongoing strategy used to support KS4 but with the current</p>	<p>Agreements clear with parents and students and annual health checks completed on laptop by IT tech.</p>	<p>HoY/teachers/Support manager/SM</p>	<p>Audit and purchase Term 1</p> <p>Ongoing technical support</p>

	<p>Provide Laptop case to support technology being looked after</p> <p>Teams introduction and support for families</p> <p>Safer internet week activities as school and home</p> <p>Esafety support through lessons and assemblies. Understanding shared regularly to parents within blog and stand alone newsletters</p>	<p>climate and the need for home learning in isolation all PP students will be provided the technology to do so.</p>	<p>Staff to report any concerns with access or independent study</p>		
					<p>£13,160</p>

ii. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improved quality of teaching and learning and the sharing of best practice to improve PP students' achievement</p>	<p>Pastoral Support Managers to mentor to work alongside the HoYs and SLT to support the tracking and monitoring of PP students</p> <p>METAL reviews to include focus on PP students within the classroom.</p> <p>Review departmental PP strategy and update to ensure it maintains impact and supports the achievement of students in all year groups</p> <p>Requirement for teaching staff to strategically target PP students within their teaching and learning, ensuring close monitoring of work, targeted questions within the classroom</p>	<p>Quality teaching in lessons is essential for all students and has significant impact on the progress of PP students. Progress has been made but more focus by teachers on the PP students with respect to their planning, monitoring, marking/feedback and interventions.</p> <p>Teacher files, teacher action plans, School policy on supporting PP students first, Clear strategies must be monitored effectively for impact.</p>	<p>CPD programme, METAL programme.</p> <p>Line management minutes</p> <p>Analysis if progress after each data drop</p>	<p>Support Managers, SLT, Year teams</p>	<p>End of each term with the T&L summaries and the overall METAL monitoring, P8 increases for PP students and gap narrows</p>
<p>Improved quality of feedback for all, especially PP students so that progress accelerates</p>	<p>Providing effective feedback on pupils' performance,</p>	<p>Quality First teaching will ensure that students are receiving feedback in order to support their progress</p>	<p>METAL process, termly through book looks, learning walks, formal observations, student voice, CPD offer</p>	<p>MDH/SLT</p>	<p>End of each term with the T&L summaries and the overall METAL monitoring, P8 increases for PP students and gap narrows.</p>

	use of Diagnostic marking and DIRT tasks - Student Response and quality feedback to support academic progression	Monitoring of feedback must occur through dept/T&L team- work scrutiny is addressing feedback to students, assessment feedback All PP work to be marked first and feedback to be clear and robust.			
Improve assessment for learning (AfL) for all, especially PP students	Assessment for Learning strategies in lessons, such as use of HLOs, higher order questioning, mini-plenaries to assess progress of all students during lessons	A robust program of CPD to ensure that T&L is engaging and supports the progress of PP students, which will improve P8 scores Revision program for Y11- KS3 must be monitored	CPD programme, METAL process, Termly – work scrutiny, learning walks, formal observations, student voice	MDH/SLT	End of each term with the T&L summaries and the overall METAL monitoring P8 increases for PP students and gap narrows.
Total budgeted cost					£6,470

iii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved achievement, raised aspirations, broadening of horizons, and increased	All FSM students in Yr 7 – 11 and PP in Y11 to receive 1:1 mentoring, throughout the academic year. The most vulnerable and those underachieving	Closing the gap by offering additional support in areas needed by each student.	Whole school strategy implemented by SLT and embedded into the school day. SLT, HOY and SMs working closely together to measure impact by	SLT/HOY/PS Ms/CPI	Data drops

<p>attendance, engagement and motivation via 1:1 mentoring programme.</p>	<p>will be the highest priority.</p>	<p>A year-long mentoring programme introduced with bespoke intervention plans being offered that staff/students can opt into to get the help/support needed.</p>	<p>tracking student progress, attendance, behaviour, rewards, extra-curricular, careers and post-16 choices.</p>		
<p>Provision of additional targeted support and intervention in English, Maths and Science for relevant PP students resulting in improved P8</p>	<p>PP students who have a significantly low P8 scores and/or are vulnerable will be offered the bespoke PP intervention programmes in English, Maths and Science.</p> <p>Year 11 supported financially to attend revision weekend away for revision in English, Maths and Science</p>	<p>In order to close the gap, students will benefit from small group support during the school day. Short, but regular, high impact sessions in each subject (E+M+Sci) will allow for targeted students to benefit. English/Science/Maths interventions in Y11 to start from such time that Covid guidance permits Other year groups offered the same support this academic year.</p>	<p>Intervention timetable within each subject has been developed and implemented. Subject staff to deliver high quality sessions to ensure consistency and high impact. Interventions offered within the school day and within normal curriculum time.</p>	<p>HoD core subjects</p>	<p>Termly- through data drops and in term AFL</p>

<p>Improved exam technique for Y11 students</p>	<p>Targeted revision sessions, exam questions embedded into all Y11 lessons</p> <p>Specific, targeted invitation for PP students to additional support, reinforced by pastoral team.</p> <p>External company to provide bespoke revision techniques training to students in Y10-11</p>	<p>To ensure consistency and repetition with exam literacy to embed these skills for students</p> <p>Revision program/exam questions in lessons (needs to be monitored)</p> <p>home revision program, learning to learn, assemblies, team 50, targeted revision, form time program.</p> <p>External company support.</p>	<p>Targeted revision sessions will be linked to HoD action plans each term and run centrally. METAL process will monitor students books for exam question practice</p>	<p>SLT/HoD/PS Ms</p>	<p>Termly</p> <p>Revision plans run within all lessons.</p> <p>Plan and set up a revision program for PP pupils.</p>
<p>Financial Support provided to purchase materials to aid learning/attendance</p>	<p>Revision books provided for PP students who require them</p>	<p>To ensure that PP students have the correct resources to revise from. No student should be disadvantaged by lack of equipment or opportunity to access enriching activities. Being completed</p>	<p>HOY and HoD support Pastoral Support Managers in identifying needs and guidance on appropriate resources</p>	<p>PSMs/HOYs 10/11</p>	<p>Termly</p>
<p>To improve the completion rates of Homework for PP</p>	<p>Homework Club</p> <p>A regular supervised HWK club is offered for students, this will be tracked by the</p>	<p>To ensure that students have a supportive environment to complete hwk/revision</p>	<p>HW club is run by the cover supervisor</p> <p>Monitor HWK via Teams, contact book and through teacher feedback</p>	<p>HOY/Pastoral Support Managers</p>	<p>Termly monitoring</p> <p>Through LM meetings- HOY/SMs</p>

	attendance data and students will be selected to participate in the club based on hwk completion rates.	PP can access facilities that they may not be able to access at home. Subject teachers to notify student and PP mentor if problem with HWK arises			
Total budgeted cost					£26,685

iv. Wider support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mental well being and resilience	Whole school approach to mental health and well being to create a tool kit of support for students and their families 1 Increase access to Time to Talk 2 Access to trailblazers work both individual and group opportunities 3 mentoring sessions within school utilising a reflection journal	Where individual support is required the professional opportunity is there to access on a tiered approach from the emotional well being practitioners from trailblazers to the school counsellor. The whole school approach includes a toolkit of support with the aim to improve resilience and understanding of self help	Monitoring of delivery of year group/form group assemblies and workshops Monitor the number of students accessing mentoring/WBP support/counselling	Pastoral team	End of each term the HoY will review the support and effectiveness of support given to year group/form group and individual students
Improve SEMH support for PP students to enable them to access the curriculum and stay in school.	1:1 counselling, emotional support groups, staff mentoring program; use of Headstart Programme/trailblazers intervention offering	SEMH support for students allows them to access curriculum and support their emotional health and well being	HOY liaise with SENCO to ensure that any students who requires this support is referred.	HOY/SENCO	Ongoing

<p>Improved attendance of 95% for PP students</p>	<p>CPD for Attendance Officer and bi weekly meeting with PP mentor/HoYs,</p> <p>Attendance procedures reviewed and updated and are now more robust</p> <p>Breakfast Club. Students who require breakfast club are identified and given free breakfast. Until guidance permits the above, the SMs have a stock of healthy cereal bars and bottled water</p> <p>Attendance rewards</p> <p>Tracking of PP attendance by HOY. First day calling priority to PP students.</p>	<p>Students need to be in school to make progress</p> <p>Breakfast club allows the PP students to start the day ready to learn and improves confidence. Needs update/monitoring from HOY</p> <p>Watch lists have been produced to ensure that students and parents are challenged to attend school.</p>	<p>Attendance officer working closely with SLT, HOY and where appropriate, external agencies. Rigorous M&T of attendance data on a daily and weekly basis</p> <p>Clear, robust procedures in place to tackle poor attendance.</p> <p>Monitor morning breakfast club for attendance. Termly to ensure that students' are availing themselves of this support and circumstances haven't changed.</p> <p>HOY using rewards and support to ensure students are in school. QF teaching. Extra curricular activities run termly</p> <p>Monitoring of attendance data, involvement of outside agencies, notes of meetings and other actions taken</p>	<p>PSMs/Attendance Officer/SLT/ HOY</p> <p>SLT/HOY, FTs and PSMs.</p>	<p>Daily, weekly and termly attendance monitoring</p> <p>Weekly celebration of attendance improvement in form time</p> <p>Termly rewards in Year group assemblies, alongside termly monitoring of house competition take up.</p>
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	Robust action and support for persistent non-attenders	A clear accountability action plan in place with clear direction for all staff.			
Improved behaviour, engagement and achievement in each year group	Provide targeted interventions by HOY for students identified as underachieving, vulnerable, low self-esteem, poor organisation or attendance.	<p>Intervention is happening, PP students are being identified and supported through intervention programs including targeted interventions, in core subjects.</p> <p>Closing the gap by offering additional support in areas needed by each student.</p> <p>Bespoke intervention programmes introduced.</p> <p>Students must be in school to learn. Support to be put in place for attendance, behaviour, engagement and motivation.</p>	<p>SLT, HOY, FTs and SMs working closely together to identify students after each data drop who would benefit from targeted support via the school intervention programmes offered.</p> <p>Impact to be measured against progress, attendance, behaviour, rewards.</p>	SLT/ HOY/FTs/PS Ms	Data drops. Termly HOY reports

<p>Visits to universities subsidised to encourage pupils to progress to HE and to raise aspirations.</p>	<p>Through development of KS4 aspiration plan the plan for university visits and careers workshops.</p>	<p>High expectation and aspirations are essential to the success of all students. If PP students are not having these conversations/getting these opportunities outside of WGS, we need to support them with this. PP students to receive careers meeting, university workshop and morisby testing.</p>	<p>HoY 11 has a yearlong action plan for supporting raising attainment and aspiration for PP students.</p>	<p>SLT/HoY 11/Careers adviser</p>	<p>Termly- as opportunities arise</p>
<p>Improving Parental involvement so that parents support the improvements in students' learning and engagement</p>	<p>Parental meetings, parent evenings, panel meetings Meeting with PP mentor at parents evening PP charter ensures PP students get priority appointments at parents evening</p>	<p>Parental support will improve the communication and encourage parents to support us in our interventions for their child. PSPs in place for students on provision maps. Panel meetings within Y11 to ensure that progress is taking place.</p>	<p>Each HOY runs parental expectations evening with age specific focus, e.g. making the grade, CATS evening, how to support your Y11 in GCSE's. Introduction of panel and partial panel meetings also close the communication gap by inviting teachers to meetings as well.</p>	<p>SLT/PP mentor/HOY</p>	<p>Termly, though attendance, communication with parents (informal monitoring), P8 increase of targeted students</p>
<p>Provision of pastoral support programme that develops high expectations and</p>	<p>Head of Year support, behaviour support, Pastoral programme</p>	<p>There is a school wide concern that students have a low self-believe and set of expectations,</p>	<p>METAL to review impact of new Form Time</p>	<p>HOY/CP/HoD PSHE</p>	<p>Termly through HOY monitoring</p>

self-belief for all identified students		<p>this needs to be challenged robustly by all staff that work with PP students at WGSG</p> <p>Growth Mind set within the school to ensure a strong self- belief and resilience in times of challenge, Through the use of PSHE, Lessons, Assemblies.</p> <p>Restorative Justice has also been implemented and all pastoral staff are now trained to use this process.</p>	Behaviour expectations, challenging poor behaviour and student attitudes, supporting Behaviour for learning in the classroom and around WGSG through SLT/HOY/		
Additional enrichment support is provided to relevant students outside of school hardship fund	<p>Ensuring that all students get the opportunities that are offered at WGSG and there are no financial barriers that detract from this.</p> <p>£500 one residential for the lifetime in school</p>	If WGSG offers an experience or opportunity, then all students have a right to access this, regardless of socio-economic background. If there is a financial cost to the experience, this shouldn't stop any student from being able to do it.	Through discretion, decisions are made on a case by case situation by the Headteacher/ Executive Head Teacher and Trust Finance Manager.	HT/Ex HT/SLT	As required- monitored via PP budget
Total budgeted cost					£13,715
Overall Cost					£60,030

WGSG Pupil Premium Strategy Review 2022 - 23

1. Summary information					
School	Wilmington Grammar School For Girls				
Academic Year	2022/23	Total PP budget	£60,085	Date of most recent PP Review	Sept 2023
Total number of pupils	1074	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Feb 2024

2. Review of expenditure 2022 - 23				
Strategy	Target Group	Intended Impacts	Outcome and lessons learned	Cost
Mental Health training for all staff to cover personal support and how to support students of secondary school age	All students	To increase staff confidence in supporting their own and student well being.	Improve SEMH support across the school for PP students, which has been effective	Within school CPD budget
Improve quality of feedback for all, especially PP students	All students with the emphasis on PP students being a priority	Providing effective feedback on pupils' performance, use of Student Response - EMI	The new diagnostic marking and DIRT task has now been implemented across the school, it is difficult to see how this has impacted PP directly in other year groups, but the results of PP are improved at year 11. A review of PP strategy in departments would ensure this continues to be a priority	Within school budget

<p>Providing additional support and intervention for PP students to improve P8</p>	<p>Provide targeted interventions in all subjects where required</p>	<p>This intervention was successful in its implementation, and the impact has been shown through the P8 result</p> <table border="1" data-bbox="674 244 1238 448"> <thead> <tr> <th colspan="2">Whole Cohort</th> <th colspan="4">Progress 8 Baskets</th> </tr> <tr> <th>Sub-group</th> <th>Students</th> <th>English</th> <th>Maths</th> <th>Ebacc</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Year group</td> <td>141</td> <td>0.61</td> <td>0.08</td> <td>0.36</td> <td>0.46</td> </tr> <tr> <td>PP</td> <td>14</td> <td>1.43</td> <td>0.43</td> <td>1.05</td> <td>0.92</td> </tr> </tbody> </table>	Whole Cohort		Progress 8 Baskets				Sub-group	Students	English	Maths	Ebacc	Other	Year group	141	0.61	0.08	0.36	0.46	PP	14	1.43	0.43	1.05	0.92	<p>Effective strategy. This intervention will continue as HoDs have a more robust vision of what needs to happen to move students forward. PP students must be clearly identified to ensure that this support is being monitored more effectively.</p> <p>Support for education tutoring (academy 21) to allow access to curriculum when not attending and tutoring in specific subjects has been effective to build confidence in individual students</p>	<p>£9250</p>
Whole Cohort		Progress 8 Baskets																										
Sub-group	Students	English	Maths	Ebacc	Other																							
Year group	141	0.61	0.08	0.36	0.46																							
PP	14	1.43	0.43	1.05	0.92																							
<p>Financial Support with purchase of materials to aid learning/attendance</p>	<p>Revision books provided for PP students who require them</p>	<p>This has been effective in ensuring that all KS4 PP students had the required revision resources to support their achievement</p>	<p>This strategy has been effective in supporting PP students to revise for their GCSEs and mocks in year 10, which has prepared them for the upcoming exmas. More emphasis needs to be placed on resources to support the students in KS3, so they are supported to improve their end of year exam results. We need to be more effective with this monitoring. Further guidance by teachers on effective use of revision resources for independent study.</p>	<p>5450</p>																								

<p>Enabling identified individuals to enjoy opportunities such as cultural and enriching experiences, education visits, musical tuition and extracurricular activities.</p>	<p>External opportunities and internal opportunities are identified by staff and added to the PP audit</p>	<p>PP students were supported with extra music tuition and support in other subjects.</p>	<p>Afterschool badminton for 15 all years This has been successful and will continue in the 2023/24 academic year</p>	<p>2451</p>
<p>Improving Parental involvement</p>	<p>Parental meetings, parent evenings, panel meetings</p>	<p>There has been some improvement with parental involvement through numerous parental evenings, meetings and events. This is an area that we need to continue to support PP parents to collaborate with the school.</p>	<p>Parents have had the opportunity to discuss support with PP manager at parents evenings and PP manager has attend other events to ensure that the opportunities for support are available. Further events and support for parents will continue in 2023/24.</p>	<p>From school budget</p>
<p>Additional enrichment support outside of school hardship fund</p>	<p>Ensuring that all students get the opportunities that are offered at WGSG and there are no financial barriers that detract from this.</p>	<p>Support was offered to students who required for activities outside of school such as swimming lessons and laptops to aid independent learning. This will continue to be offered to disadvantaged students on a case by case basis.</p>	<p>All PP students accessed a range of enrichment opportunities throughout the year, and in particular during activities week. Students were supported to attend the following: Year 7 – trips to Mountfitchet castle and Hindu Mandir, Neasden Year 8 – Bewl Water trip Year 9 – University trip Year 10 –Spain/France Ski trip – 4 year 10 plus 2 LAC To remain as an outcome in 2023/24.</p>	<p>£3400</p>

<p>Pupil premium manager to work alongside the HoYs and SLT to support the tracking and monitoring of PP students and provide regular check ins with parents and teaching staff for students for support</p>	<p>All PP students</p>	<p>Improved quality of monitoring to support the teaching and learning and sharing best practice to improve the PP student achievement</p>	<p>Quality of teaching in lessons is essential for all students and has a significant impact on the progress of PP students. By tracking and monitoring the achievement and interventions for PP students we have ensured there are clear strategies that work for our students and interventions can be provided to support progress. This also provides a consistent message and contact for home. The PP manager needs to continue to work closely with the students to ensure they are supported and next steps is to upskill the heads of year to ensure they have a specific impact that is more focussed on the students in their year group.</p>	<p>£27,534</p>
<p>Identification of individual need triaged for 1 Support managers weekly check in or support meeting 2 Trailblazer well being programme 3 Time 2 Talk</p>	<p>Students vulnerable to poor mental health</p>	<p>As part of the whole school approach to mental health the approach is resilience and self support but where there is a greater need the students are offered appropriate intervention and professional support. Greater family understanding promotes effectiveness of in school support and approach to mental health.</p>	<p>The structure enabled clarity of the in school offer working in collaboration with targeted services. The success is evident in the appropriate level of support being offered for emerging and established concerns.</p>	<p>£12000</p>

Attainment (Results 2023)

	Year 11 (141)	Students eligible for PP (14)
Average A8 score (to be confirmed)	67.44	74.21
A*/8/9	27.72%	41.1%
9/8/7	50.07%	68.49%
9 - 5	88.83%	92.47%

Pupil Premium pupils in all year groups are tracked closely and interventions are put in place. The GCSE results achieved in covid years demonstrate that disadvantaged Pupils performance have disproportionately suffered as a result of Covid and has fallen below that of their peer group. Close monitoring and a consistent pupil premium manager to liaise with students and families have supported a positive outcome for the student who receive support in 2023. This work needs to be continued so to embed the strategies used that have proved successful and continue to support the cohort of students that have benefitted so much in the current academic year.

We recognise that it is high quality teaching that has the greatest impact on all pupils’ ability to maximise progress, therefore the provision of outstanding teaching and learning is the school’s focus. We also recognise that we need to ensure that all PP students have the opportunity to build their own cultural capital to ensure that they are able to contextualise their learning and so continue to achieve at the highest levels. The focus on attendance is a whole school priority with PP being written into the action plan.

The actions taken have had a positive impact on the students and their GCSE results are above that of the rest of the cohort for 2023.

Destinations

Wilmington Grammar School for Girls is committed to ensuring that all pupils have high aspirations, regardless of their family circumstances. Pupil Premium pupils are given access to career guidance, education and experiences, to help them understand and value their curriculum and have an appreciation of the diverse opportunities available in the labour market post 18. 100% of pupils have secured a place at School Sixth Form, College, apprenticeship or employment.