



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school. This year, we enter the last year of our current 3-year pupil premium plan strategy.

School overview

Detail	
School name	Torquay Girls' Grammar School
Number of pupils in school	789 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	8%
Academic years that our current Pupil Premium Strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ms Sarah Forster, Headteacher
Pupil premium lead	Mrs Helen Wilkinson, Assistant Headteacher
Trustee lead	Mr James Arnold - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,425
Recovery premium funding allocation this academic year	£ 2,898
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 49,323

Part A: Pupil Premium Strategy Plan

Statement of intent

Torquay Girls' Grammar school selects by ability and not income; consequently, we admit students from diverse backgrounds. Our intention is to ensure that all students, irrespective of background, achieve not only academic success but also engage in extra-curricular opportunities which also extend the skills and confidence of students to pursue aspirational courses and careers on leaving school. In the Academic Year 2022/23 Ms Forster, Headteacher, went to consultation and our admission testing no longer incorporates any content that does not exist on the KS2 National Curriculum. This ensures that disadvantaged students are not impacted by not being able to engage a tutor for the selective tests. Disadvantaged students also have the opportunity to view 10 hours of familiarisation material before the tests.

As a selective school, most of our students enter Year 7 with high prior attainment at Key Stage 2. We aim for all our students to not only continue to attain highly but also make above average progress. Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of underperforming, and so our planned activities focus on supporting our vulnerable students, including those who act as carers or have a social worker, to lessen and overcome the impact of their individual challenges on their academic outcomes, especially in the EBacc subjects.

Our two key principles for funding our Pupil Premium Strategy Plan are:

1. To narrow and close any gap that may arise between these students and those who are not eligible for the Pupil Premium.
2. To provide significant impact upon the personal development and well-being of disadvantaged students.

Challenges

It is not possible to do reliable group comparisons between our disadvantaged and non-disadvantaged students within each cohort due to the small numbers of disadvantaged PP students in each year – numbers range between 6 and 16 students in 2023-2024. Consequently, most of our assessments of need are based on our observations and published research rather than data analysis.

We have identified the following key challenges:

Challenge number	Detail of challenge
1	The impact of Covid-19 on students' learning: school closures, self-isolation and health and safety measures, have limited students' educational experience. The ability of our disadvantaged students to engage in remote and blended learning has varied considerably.

2	Lower attendance: our disadvantaged students' attendance has been on average 4-5% lower over the past three years. Not only will lower attendance make it more difficult for students to access the curriculum and make progress, but their ability to engage in school clubs and other activities will also be reduced.
3	Reduced wellbeing: our observations and discussions with students and their families show that there has been an increase in poor mental health amongst students which is having a negative impact on their ability to engage in their learning and attendance. The disruption to learning and school life since the start of the Covid-19 pandemic has placed additional stress on student wellbeing. 20% of our PP students have a SEMH need 21% of disadvantaged students accessed our school counselling service in 2022-23
4	More limited access to resources and tutoring: Financial constraints will limit students' access to resources such as revision materials and their participation in extra-curricular activities.
5	Potential lack of parental engagement: Positive parental engagement has a positive impact on academic achievement and so should continue to be encouraged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged students make above average progress in line with their peers.	There is no difference in the Progress 8 scores for disadvantaged students and those of their peers at the end of Key Stage 4. Similarly, students in other year groups on average meet or exceed their estimated Minimum Expected Grade irrespective of whether they are disadvantaged or not. The percentage of students fulfilling the requirements for the EBacc at the end of Key Stage 4 is the same disadvantaged and non-disadvantaged students.
Improved attendance of disadvantaged students.	There is no significant difference in the attendance of disadvantaged and non-disadvantaged students.
Expert support is given to disadvantaged students who have mental health issues.	Records show that all disadvantaged students in need of mental health support have appointments with one of the school counsellors in the absence of a therapist organised through an external provider, e.g. CAMHS. Student voice shows that PP students feel well-supported.
Disadvantaged students are encouraged and supported to access resources and participate in extra-curricular opportunities	Disadvantaged students have access to the same resources as their peers. There is no difference in the attendance of disadvantaged students at extra-curricular activities.
Disadvantaged students receive careers guidance which follows the 8 Gatsby benchmarks.	Disadvantaged students in Years 9 and 11 select GCSE and A level courses which will enable them to successfully progress to their next stage of education or employment. Subjects are chosen which will enable them to follow their preferred career path or are broad to maintain choice.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 217

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Lead post during 2022 -2024 to oversee the wellbeing of students.	Our self-evaluation identified the need to recruit a member of staff responsible for student well-being with specific reference to disadvantaged students. This will support the growing national picture of mental health concerns in schools and the already embedded pastoral support in the school.	2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hold Intervention Meetings attended by pastoral and SEND teams. Disadvantaged students are prioritised and individual targeted support agreed based on data and staff observation. Where greater support is required, academic mentor are assigned.	<p>Due to small numbers of disadvantaged students in each cohort, individual needs are discussed, and action points agreed. NFER research shows that personalised plans for students which focus on a smaller number of intervention strategies has a positive impact.</p> <p>Mentors are able to liaise with teaching staff to put in place interventions to meet the needs of individual students. Although not as effective as small group or one to one tuition, it is possible to target the approach to the individual student to build resilience and character.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4
Providing opportunities for peer-tutoring through the school's Hub scheme. Sixth Form students provide students in Years 7 -11 with subject-specific support following guidance from teachers.	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1, 4

Support workshops tailored to the needs of the individual and group.	See evidence above for one-to-one and small group tuition.	1, 4
Providing subject-specific resources in subjects where underperformance has been identified.	Financial assistance is needed to ensure all students have the opportunity to access the same resources when required irrespective of family finances.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £46,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Referrals to the school counselling service and anxiety workshops where students are guided in CBT when appropriate.	<p>In the absence of good mental health, students will face difficulties in accessing the full curriculum on offer. During school closure, young people from low-income families and those with SEND faced particular challenges with mental health and wellbeing (Pearcey et al., 2020 cited in DfE paper, 2021). There is also evidence that girls are more likely to experience mental health problems than boys (cited in DfE paper, 2021). Schools play an important role in supporting the mental health and wellbeing of children (DfE, 2018). Staff are trained and aware that poor mental health could be the sign of abuse as per KCSIE 2023 guidance.</p> <p>Research and analysis: Education, schooling and health summary DfE, 2021</p>	2, 3
Pastoral support from Head of Year and attendance officer which includes monitoring attendance and early intervention when issues arise.	<p>Our Heads of Year, pastoral support assistant and full time non – teaching DDSL are available to provide appropriate and timely support.</p> <p>Data shows that student attainment and progress is negatively impacted by low attendance. School attendance can also impact on children’s mental health (DfE 2018).</p> <p>Pastoral SLT meet regularly on a student panel to identify students who require intervention.</p> <p>The PP SLT lead and Heads of Year work closely with the parents of PP students to ensure they are aware of the support available.</p> <p>Hattie’s analysis and reports such as <i>NFER’s</i> guide to Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children show that positive parental engagement has a positive impact on academic outcomes and so should be encouraged.</p>	All
Financial support given to those in receipt of FSM to meet the costs of music tuition, some	Children from poorer backgrounds are less likely to participate in extra-curricular activities which have been shown to have a positive effect on both education and career outcomes (Sutton Trust Report Brief 2014)	2, 4

minor extra-curricular activities and school uniform.	https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality-1.pdf	
Careers programme has a particular focus on disadvantaged students	Gatsby research indicates that the good careers guidance is a vehicle for social justice: those students without social capital or home support suffer most from poor careers guidance	1
Children of service personnel will be invited to a support group led by Assistant Headteacher to support well-being and develop peer interactions.	The tiered menu approach identifies the importance of wider targeted strategies to diagnose the contextual needs of students. 23% of disadvantaged students are children of service personnel. Tiered model and menu of approaches 1.0 pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	3,4,5,

Total budgeted cost: £ 49,323

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details our evaluation of our pupil premium activity and its impact on the outcomes of disadvantaged students in the 2022 - 2023 academic year.

STUDENT OUTCOMES

	2020			2021			2022			2023		
	PP with prior attainment	All students	National Benchmark	Students with prior attainment	All students	National Benchmark	Students with prior attainment	All students	National benchmark	Students with prior attainment	All students	National benchmark
Number of students	17 (out of 19)	152	-	18 (out of 21)	152	-	3	145	-	5	146	-
Progress 8 (95% Confidence Interval)	Data was not published by the DfE following cancellation of the 2020 and 2021 GCSE examinations.						Both the 2021-22 and 2022-23 Year 11 cohorts had an extremely low number of PP students, and so these results are not published in line with DfE guidance					
P8 English												
P8 Maths												
P8 EBacc												
P8 Open element												

	2021		2022		2023	
	Pupil Premium	Non - Pupil Premium	Pupil Premium	Non - Pupil Premium	Pupil Premium	Non - Pupil Premium
Number of students	21	131	3	142	7	139
Mean GCSE Grade (95% CI)	6.83 (5.88 to 7.79)	7.49 (7.16 to 7.82)	Both the 2021-22 and 2022-23 Year 11 cohorts had an extremely low number of PP students, and so these results are not published in line with DfE guidance			
** Mean deviation from Alps 3 MEG (95% CI)	-0.31 (-1.28 to 0.66)	0.38 (0.06 to 0.70)				

** The difference between Mean GCSE Grade and the estimated Alps 3 Minimum Expected Grade (MEG) has been calculated; Alps 3 MEG is based on prior attainment in Key Stage 2 SATs, and so gives an indication of student progress.

OTHER COHORTS

Attainment *	2021				2022				2023			
	PP Students		Non-PP Students		PP Students		Non-PP Students		PP students		Non-PP Students	
Year in 2022-23	No.	Mean Grade (95% CI)	No.	Mean Grade (95% CI)	No.	Mean Grade (95% CI)	No.	Mean Grade (95% CI)	No.	Mean Grade (95% CI)	No.	Mean Grade (95% CI)
10	13	6.85 (6.41 to 7.28)	141	7.25 (7.09 to 7.41)	15	7.07 (6.82 to 7.31)	140	7.31 (7.21 to 7.42)	15	7.18 (6.71 to 7.65)	142	7.31 (7.14 to 7.47)
9	11	6.82 (6.58 to 7.06)	143	7.30 (7.14 to 7.46)	10	6.35 (6.09 to 6.60)	145	7.13 (7.03 to 7.22)	11	6.45 (5.99 to 6.90)	148	7.19 (7.07 to 7.32)
8	-	-	-	-	10	6.93 (6.52 to 7.35)	145	7.11 (7.03 to 7.20)	13	7.02 (6.64 to 7.39)	146	7.17 (7.06 to 7.28)
7	-	-	-	-	-	-	-	-	14	6.88 (6.56 to 7.20)	146	7.20 (7.09 to 7.31)

* Mean Grade is the average attainment during the academic year.

Progress*	2021				2022				2023			
	PP Students		Non-PP Students		PP Students		Non-PP Students		PP Students		Non-PP Students	
Year in 2022-23	No.	Mean deviation from MEG (95% CI)	No.	Mean deviation from MEG (95% CI)	No.	Mean deviation from MEG (95% CI)	No.	Mean deviation from MEG (95% CI)	No.	Mean deviation from MEG (95% CI)	No.	Mean deviation from MEG (95% CI)
10	13	0.03 (-0.35 to 0.41)	141	-0.19 (-0.32 to -0.06)	15	0.27 (-0.11 to 0.65)	140	0.06 (-0.07 to 0.20)	15	0.25 (-0.21 to 0.71)	142	0.20 (0.06 to 0.34)
9	11	-0.38 (-0.68 to -0.08)	143	-0.32 (-0.45 to -0.19)	10	-0.45 (-0.86 to -0.04)	145	-0.16 (-0.30 to -0.02)	11	-0.59 (-1.21 to 0.04)	148	-0.07 (-0.22 to 0.07)
8	-	-	-	-	10	-0.07 (-0.48 to 0.35)	145	-0.16 (-0.31 to -0.02)	13	0.02 (-0.39 to 0.42)	146	-0.06 (-0.22 to 0.10)
7	-	-	-	-	-	-	-	-	14	0.02 (-0.41 to 0.38)	146	0.31 (0.16 to 0.46)

* The difference between Mean Attainment Grade and the estimated Alps 3 Minimum Expected Grade (MEG) has been calculated.

Summary

Our internal assessment data indicated the average attainment of Year 9 PP students was lower than that of non-PP students, however if their baseline attainment is considered, their average progress was similar. In all other cohorts, the average attainment and progress were similar between Pupil Premium students and their peers. All quality assurance completed by heads of department and the SLT identified no significant gaps between PP and non PP students.

2022-23 Student Support Strategies

Academic Mentoring: Our Catch-Up Coordinator supported 1 Year 8, 11 Year 10, 10 Year 11, 9 Year 12 and 12 Year 13 students; those PP students in need were included. The Year 11 students improved their GCSE grade by 0.01 on average when compared to their attainment grades prior to academic mentoring. Similarly, Year 13 A Level grades improved by 0.98 on average. The support of other years commenced much later in the academic year and therefore it was too soon to measure impact at the end of the academic year. Based on the analysis, this strategy will continue in 2023-24.

Hub: Year 12 students volunteered as subject-specific mentors to younger students in Years 7 to 11. Records show that 99 referrals were made by teachers and Heads of Year, and in total 76+ students benefitted from this support; 14 PP students were referred for support in one or more subjects.

Other Hub activities have included:

- Year 7 to 10 Study Skills assemblies;
- Lunchtime revision workshops in English, Maths and Science leading up to Year 7 to 10 examinations with additional language, History and Business Studies sessions for Year 10;

Pupil Premium Plans – All PP students were met 3 times by their HOY and/or the SLT in charge of PP. Personal plans and targets were created and shared with all staff via Provision Map / ClassCharts

School Trips: 32% of PP student had trips partially funded to enable PP students to participate and remove financial barriers

Attendance to extra-curricular clubs 70% of PP students attended at least one club in 2022/23 (Non – PP 63%)

Music Lessons: 10% of eligible (FSM PP) students had a funded music lesson.

Uniform: PP students prioritised in the sale of second hand uniform

Resources : All PP students in Year 7 were purchased a reading book to support a love of reading. Printers were purchased for 2 students to support with home learning and 7 students were issued laptops. All PP students were offered electronic devices.

Careers: All Year 10 and Year 11 PP students received priority early careers appointments with the school's careers advisor.

STUDENT ATTENDANCE

Year	No of PP students	Mean % attendance of PP students	Mean % attendance of non-PP students
2019-2020	72	90.4	95.5
2020-2021	61	92.2	96.7
2021-2022	49	87.8	92.7
2021-2022	49	87.8	92.7
2022-2023	63	91.6	93.9

Summary

The gap between PP students and non-PP students reduced to 2.6% in 2022/23. PP students at TGGs attend school significantly above the national and local averages of attendance for PP students. National Average for FSM students is 85.3%.

DESTINATIONS

	2021				2022				2023			
	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %	No	No. joining Sixth Form	No. leaving at the end of Year 11	Retention %
PP students	21	12	9	57.1	6	4	2	66.7	8	7	1	85.7
non-PP students	131	95	36	72.5	141	84	57	59.6	138	98	40	71.0

Summary

The retention of PP into sixth form is strong. PP students feel well supported at TGSS. Whilst the retention of PP students is higher than that of non-PP students, this is based on a small number of students, and so is not considered to be significant.

No External programs were accessed this Academic Year.