

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

## School overview

Detail	Data
School name	Glenthorne High School
Number of pupils in school	1388 (Y7 to Y11) 1776 (Including Y12/13)
Number of pupil premium pupils in school (Y7 to Y11)	223
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Dr Sarah Peacock, Headteacher
Pupil premium lead	Mr Adam Tully, Assistant Headteacher
Governor / Trustee lead	Mr Kevin Mohr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 238,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 238,350

# Part A: Pupil premium strategy plan

## Statement of intent

At Glenthorne our fundamental aim is to provide an Excellent, Innovative & Inclusive education that enables “Achievement for All” through a curriculum that challenges, inspires and supports every pupil to:

- Secure excellent academic outcomes
- Experience broad, deep and powerful knowledge-rich learning
- Participate in a wide range of extra and super-curricular learning
- Develop the qualities, skills and habits to ensure success in Future Education, Employment and Training
- Learn to become responsible citizens within the school community and wider British society

The Pupil Premium is an important resource for ensuring the realisation of this inclusive and aspirational ethos. The Pupil Premium Grant is paid to schools for pupils in Years 7 to 11 who are recorded as being eligible for Free School Meals at any point in the last 6 years, are or have been Looked After at any point or have a parent serving in the armed forces.

Our approach aims to close the disadvantage attainment gap by addressing barriers to achievement and to also develop parental support and engagement, support welfare, raise aspirations and promote enrichment opportunities.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improving PP KS4 outcomes: There is a gap between the average attainment of our disadvantaged pupils (53), and all pupils (60.73). There is also a gap between the progress of our disadvantaged pupils (+0.36) and all pupils (+0.75) in the 2023 – 2024 academic year.
2	Improving PP pupil's literacy and reading skills. A higher proportion of disadvantaged pupils are identified as needing additional literacy support compared to non-disadvantaged pupils from assessments completed throughout KS3. In 2023-24 the gap between disadvantaged and non-disadvantaged pupils in GCSE English.

3	Improving PP pupils' engagement with the school's high behaviour expectations: Disadvantaged pupils received more sanctions related to behaviour incidents than their non-disadvantaged peers. On average, disadvantaged pupils were responsible for 22 behaviour incidents per pupil in the 2023 – 2024 academic year, whereas non-disadvantaged pupils were responsible for 13 behaviour incidents per pupil.
4	Improving PP attendance. Disadvantaged pupils (90.93%) have lower attendance than non-disadvantaged pupils (94.36%), and a higher proportion are persistent absentees. Persistent absence for non-disadvantaged pupils in the 2023 – 2024 academic year was 13.73%, compared to disadvantaged pupils which was 26.00%.
5	Improving PP parental engagement: Parental attendance to parents' evenings is lower for disadvantaged pupils than non-disadvantaged pupils. Y7 non-disadvantaged (97%) against disadvantaged (94%) Y8 non-disadvantaged (94%) against disadvantaged (78%) Y9 non-disadvantaged (95%) against disadvantaged (86%) Y10 non-disadvantaged (98%) against disadvantaged (90%) Y11 non-disadvantaged (91%) against disadvantaged (79%)
6	Maintain PP attendance to extra-curricular clubs and events: 48% of disadvantaged pupils, in line with 49% of non-disadvantaged pupils have attended at least one extra-curricular club currently in the 2024-2025 academic year.
7	Maintain PP pupils' punctuality to school: Disadvantaged pupils account for 16.8% of late marks recorded on SIMS. This is in line with the proportion of disadvantaged pupils on role (17.4%) in the 2023 – 2024 academic year.
8	Maintain PP aspirations. 19 of the 38 (50%) disadvantaged Y11's from 2023 – 2024 academic year returned to sixth form. This is in line with the non-disadvantaged Y11's where 123 out of the 223 returned (55%).

## 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
Sustain high levels of attainment and progress at KS4 for disadvantaged pupils	Disadvantaged pupils at Glenthorne continue to achieve higher attainment and make more progress at KS4 compared with national non-disadvantaged pupils. Attainment targets of disadvantaged pupils in all year groups are suitably aspirational and in line non-disadvantaged pupils.
Improved reading skills among disadvantaged pupils across KS3/4	Reading accuracy and comprehension from assessments demonstrate that disadvantaged pupil's make equivalent levels of progress at KS3, compared to non-disadvantaged pupils. We will reduce the gap between GCSE English non-disadvantaged and disadvantaged attainment and progress figures at KS4.

	There is no gap between library book borrowing rates between the disadvantaged and non-disadvantaged pupils.
Improved behaviour among disadvantaged pupils across KS3/4	The percentage of behaviour incidents recorded for disadvantaged pupils is proportional to the number of disadvantaged pupils on roll and there is not a significant gap compared to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data indicates that the overall attendance rate for all pupils is at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 4%. Attendance data indicates that the percentage of all pupils who are persistently absent is below 12%, and the persistent absenteeism gap between disadvantaged pupils and their non-disadvantaged peers is no more than 8%
To achieve and sustain improved disadvantaged pupils' parental engagement and attendance to events	Attendance to parents' evenings of disadvantaged pupils is in line with non-disadvantaged pupils and at least 96% across all year groups. Parental engagement and attendance with information evenings and school productions is proportionally the same for disadvantaged pupils and non-disadvantaged pupils.
To sustain improved attendance to extra-curricular events for all pupils, including those who are disadvantaged.	Disadvantaged pupils have equal access to extra-curricular events with reserved places and funding where necessary. Maintain participation of disadvantaged pupils so their attendance to extra-curricular events is proportionally in line with non-disadvantaged pupils.
To sustain improved punctuality for all pupils, particularly our disadvantaged pupils.	Maintain no gap between the proportion of disadvantaged pupils, their peers, and the late marks recorded on SIMS.
To achieve aspirational destinations for all pupils, including those who are disadvantaged.	Sixth form application and entry data indicate that disadvantaged pupils are making informed choices when applying to the sixth form or other local institutions.

## 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: £ 116,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct intervention and support and dedicated administrative time for tracking for disadvantaged pupils for Heads of Year, Attendance Officer, Welfare Officer, Careers Adviser, SLT related to behaviour	Parental engagement (EEF toolkit)	1, 2, 3, 4, 6, 7, 8
Extended Library opening time from 7.45am to 5.30pm	Extending school time (EEF toolkit)	1, 2, 3, 4, 7, 8
CPD for all staff with a focus on emerging trends or sharing best practice or research evidence	CPD on Feedback, Mastery Learning, Metacognition and self-regulation, (EEF toolkit)	1, 2, 3, 8

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

Budgeted cost: £ 87,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition in numeracy and literacy at KS3 and KS4 to raise numeracy and literacy standards	Small group tuition (EEF toolkit)	1, 2
Subject support across a wide range of subjects including English, Maths and Science at KS3 and KS4 to raise achievement across the curriculum	Individualised instruction (EEF toolkit)	1, 2, 3, 8
KS3 intervention groups for key skills, core and foundation subjects to target disadvantaged pupils earlier in their learning journey	Small group tuition (EEF toolkit)	1, 2, 8
A comprehensive programme of revision sessions at KS4 to raise achievement in GCSEs	Small group tuition (EEF toolkit)	1, 2, 4

Targeted revision sessions for disadvantaged pupils of topic specific, small group sizes to maximise the impact on progress	Small group tuition (EEF toolkit)	1, 2, 8
Targeted enrichment for disadvantaged pupils to raise achievement in English and Maths GCSE results	Small group tuition (EEF toolkit)	1, 2, 7, 8
Homework clubs to support pupils to complete their homework	Homework (EEF toolkit)	1, 2, 3, 8
Subsidies towards books, workshops, equipment (such as Technology and Art materials) to ensure all disadvantaged pupils can fully access the curriculum	Arts participation (EEF toolkit)	1, 2, 8
The provision of appropriate revision guides across the curriculum for disadvantaged pupils to ensure they have access to relevant revision materials for GCSE exams	Homework (EEF toolkit)	1, 2, 8
Allocation of staff mentors to priority disadvantaged pupils in Year 8 to Year 11 to assist with aspirations, organisation and preparation for assessments	Mentoring (EEF toolkit)	1, 2, 3, 4, 6, 7, 8
Alternative courses and qualification to GCSEs taught in small groups or at college to ensure each individual pupil is on an appropriate personalised pathway	Within class attainment grouping (EEF toolkit)	1, 2, 3, 4, 8
Ability-appropriate pathways to support achievement for all offered in KS4	Within class attainment grouping (EEF toolkit)	1, 2, 3, 8

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

Budgeted cost: £ 91,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
A uniform grant of £50 for new pupils arriving in Year 7 to support disadvantaged pupils accessing school basics and £25 every subsequent year for additional uniform needs	Parental engagement (EEF toolkit)	4, 5
A Y6 Pupil Premium Parents' Information Evening held in July for all parents of Year 6 PP pupils who will start the following September to aid a smooth transition from primary school and ensure all new parents are aware of the Pupil Premium benefits available	Parental engagement (EEF toolkit)	3, 4, 5, 6, 7
GHS parents' evenings, welcome evenings, and Revision information evenings to give parents the tools to assist pupils with their learning at home	Homework and Parental engagement (EEF toolkit)	1, 2, 5, 6, 7, 8

A school-based counsellor and behaviour support work to support PP achievement and avoid permanent exclusions	Social and emotional learning (EEF toolkit)	1, 2, 3, 4
A Breakfast Café with a free breakfast and drink to the value of £1.95 to increase attendance, punctuality, and ensure that all disadvantaged pupils have access to a breakfast every day	Parental engagement (EEF toolkit)	4, 5, 7
Attendance and School Welfare Officers support students to be in school and improve their opportunities of attaining the highest grades	Parental engagement (EEF toolkit)	1, 2, 3, 4, 7, 8
Heads of House to monitor disadvantaged pupils' attendance and prioritise them for attendance clubs using earlier intervention	Parental engagement (EEF toolkit)	4, 6, 7
House Buddy system with prioritised appointment for disadvantaged pupils to encourage positive discussions, support those with any difficulties, raise self-esteem and promote well-being	Peer tutoring (EEF toolkit)	3, 4, 6, 7, 8
Prioritised one-to-one appointments with a School Worker / Careers Advisor to ensure all disadvantaged pupils make informed choices about their futures	Mentoring (EEF toolkit)	1, 8
Disadvantaged pupils at risk of becoming NEET offered one-to-one mentoring and careers groups in KS4 to support keeping children below 19 in education or training.	Mentoring (EEF toolkit)	8
A subsidy, up to a maximum of £15 for Pupil Premium pupils, for each educational visit to increase extra-curricular participation and broaden life experiences	Social and emotional learning (EEF toolkit)	6, 8
A 20% subsidy per term for pupils wishing to take instrumental lessons (10x30 minutes lessons), attend ArtsOne, LAMDA and Rambert programmes to encourage extra-curricular participation	Arts participation (EEF toolkit)	1, 6, 8
A subsidy of 15% of the cost for Y7/8/9 disadvantaged pupils attending Challenge Week trips and activities. Priority places for all disadvantaged pupils.	Parental engagement (EEF toolkit)	1, 4, 6, 8

**Total budgeted cost: £ 285,308.81**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our disadvantaged pupils perform better than national non-disadvantaged pupils in progress and attainment measures.

Our KS4 summary data showing 2023 – 2024. Average A8 scores of disadvantaged pupils (53) was higher than the national non-disadvantaged cohort (46.2) 2022-23 National Figures, 2023-24 not published from date of writing this document.

P8 scores of disadvantaged pupils (+0.36) continues to be significantly above the progress of the national non-disadvantaged cohort (-0.03, 2022-23 National Figures) It is therefore clear that our Pupil Premium support provision has had an extremely positive impact on the outcomes for our disadvantaged children.

Disadvantaged pupils make up 16.1% of our school community and are responsible for 15.4% of all borrowed books from the library. The implemented interventions supporting our intent to improve poor literacy and reading skills maintain engagement of our disadvantaged pupils and is in line with those non-disadvantaged pupils.

Despite the success and achievements of our disadvantaged pupils compared to national averages, the school is aware that there are some gaps between disadvantaged pupils and other pupils in some subject areas. Although the disadvantage cohort are significantly above the national average cohort of non-disadvantaged pupils, there remains a gap of -0.39 between the progress 8 score for disadvantaged pupils compared to the non-disadvantaged pupils in the school. Subjects with the biggest gaps in GCSE disadvantaged V non-disadvantaged P8 are Biology (-0.42), Combined Science (-0.34), Dance (-1.26), Drama (-0.7), English Literature (-0.31), French (-0.42), Maths (-0.39), and PE (-1.02).

Glenthorne disadvantaged pupils have been the most negatively impacted group from the disruption due to Covid-19 between 2019 – 2021. The reason for this internal gap points primarily to the impact of Covid-19. Closure and partial closure of Primary and Secondary schools were most detrimental to our disadvantaged pupils. This strategy therefore aims to close this gap by re-establishing the support and interventions our disadvantaged pupils require.