



## Pupil Premium Strategy Statement for 2021-22 and Review of 2020-21

School Overview 2021-22					
School	Altrincham Grammar School for Boys				
Total number of pupils	1356	Last review date		Sep 2021	
Number of pupils eligible for PP	35	Date of Publication		Oct 2021	
% of pupils eligible for PP (based on Y7-Y11)	3	Next Review Date		Sep 2022	
PP Coordinator	Alison Cathcart	Statement authoriser:	Graeme Wright	PP Link Governor	Nisha Sathi

Funding 2021-22	
Pupil premium funding allocation this academic year	£34,344
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,344

## PART A: Pupil Premium Strategy Statement 2021-22

Statement of Intent
Altrincham Grammar School for Boys is committed to welcoming, nurturing and empowering all students to succeed in their learning, the school community and beyond. We recognise that students from less advantaged backgrounds may require additional academic, pastoral, social or practical support in order to thrive. Staff and governors of the school are committed to taking an individualised approach which delivers support effectively and discreetly.

Intended Outcomes			
	CHALLENGE	INTENDED OUTCOME	SUCCESS CRITERIA
<b>A1: ACADEMIC PROGRESS</b>	Students in receipt of PP may perform less well than non-PP students, particularly in the core subjects of English and Maths. This provides them with a less secure base from which to be successful across all subjects in the curriculum at GCSE.	Students in receipt of PP in Y7-Y11 will achieve at least the same or better than non-PP students across all subjects. Any students identified as concerns will receive help and make improvements. In Y11, there will be no negative difference between the Progress 8 scores of PP and non-PP students.	Progress grades across all year groups and all subjects will show that PP students have at least the same or better average attainment scores. This will also be reflected in the Progress 8 scores of PP and non-PP students.
<b>A2: EQUIPMENT FOR LEARNING</b>	Some students in receipt of PP may have limited access to equipment essential for learning such as calculators, revision materials or sports kits.	Students in receipt of PP will have access to all equipment necessary for their learning.	Full provision of all necessary equipment.
<b>B: REVISION</b>	Some students in receipt of PP require additional support in understanding study and revision techniques. This can become notable at GCSE.	Students in receipt of PP will gain a secure knowledge of study and revision techniques that will prepare them more effectively for success at KS3 and GCSE.	Attainment in internal exams and GCSEs will show no negative difference between PP and non-PP.
<b>C: PREPARATION FOR ADULTHOOD</b>	Some students in receipt of PP may come from families with limited experience of post-16 education, A Level	Students in receipt of PP will have access to good educational and Careers advice in order to determine their pathways after GCSE.	All students in receipt of PP will reach the academic standards for entry into the Sixth Form at AGSB and make

	choices or how to access the university courses and careers they aspire to.		informed choices about their post-16 pathway.
<b>D: EXTRA-CURRICULAR</b>	Due to financial constraints, students in receipt of PP may have fewer opportunities to engage with the variety of extra-curricular activities and trips offered. This can have a knock-on effect in terms of engagement, self-confidence and cultural capital.	All students in receipt of PP will (as much as Covid permits) be involved in the wider life of the school and will take part in the same broad range of trips and activities as their non-PP peers, gaining self-confidence, sociability, resilience and academic attainment.	Extra-curricular survey and staff feedback will illustrate wide engagement with trips, clubs, music etc. Improved self-confidence and engagement with school will be reflected in positive snapshots, progress data and attitude scores.
<b>E: PASTORAL SUPPORT</b>	Some students in receipt of PP may experience physical or social inequalities in their home environments. Additional social and emotional well-being support may be required to help them fulfil their academic potential and be happy in school.	All students in receipt of PP will receive appropriate intervention and support for any social or emotional issues which may arise.	Feedback from students, parents and staff, analysis of attendance records, progress and attitude grades will be used to determine how effective this support has been.

### Three Year Plan

- To continue to offer, deliver and evaluate effective support
- To identify and close any gaps in achievement which have arisen for pupils from disadvantaged backgrounds as a result of recent school closures
- To develop a monitoring system to track extra-curricular engagement of students in receipt of PP
- To welcome greater numbers of students in receipt of PP into AGSB, as per our Outreach strategy

Strategy 2021-22			
Challenge	Activities	Evidence that supports this approach	Cost
<b>A1: ACADEMIC PROGRESS</b>	<p><b>IDENTIFICATION</b></p> <ul style="list-style-type: none"> <li>• Use of CATS data and Lucid Lass to identify potential areas of weakness early (£600).</li> <li>• Review of Snapshots, termly attainment data and SISRA analysis, in conjunction with HoDs and HoYs, to identify attainment issues.</li> <li>• Regular reminders to staff about accessing PP List and being aware of which students may require support.</li> </ul> <p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Continued support for cost of an additional English teacher to reduce class sizes (£10,000).</li> <li>• Setting in Maths/English to reduce class size and target support.</li> <li>• Use of IDL and Claread to support students with identified literacy gaps (£2400).</li> <li>• Possible appointment of a literacy coordinator to embed literacy across all subjects at KS3 (this was not achieved in 2020-21 due to Covid).</li> <li>• Additional support through subject prefects.</li> <li>• Priority places for peer mentoring and HoY intervention sessions.</li> <li>• Staff will be encouraged to utilise Catch Up Premium to close any gaps which may have occurred.</li> <li>• Priority places for HW Club (£3120), at which LSAs provide targeted support.</li> <li>• Understanding of meta-cognition and effective feedback continuously promoted in staff meetings and INSET.</li> <li>• External staff CPD on neurodiversity in the classroom and understanding early childhood trauma and attachment.</li> <li>• SEND CPD for Learning Support Assistants.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research shows students from disadvantaged backgrounds have been disproportionately affected by school closures – investment in identification systems will support diagnosis of need</li> <li>• EEF identifies phonics support, high-quality teaching, peer support, targeted academic support as high impact strategies</li> <li>• EEF identifies metacognition and feedback as having a high impact on attainment. All staff have received training on metacognition</li> <li>• Positive feedback from other schools regarding new software systems to promote literacy. <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	£20,000

<b>A2: EQUIPMENT FOR LEARNING</b>	<ul style="list-style-type: none"> <li>• Automatic payment from PP budget for all essential equipment for learning e.g. revision guides or calculators.</li> <li>• Free blazer, house tie, two basic PE kits and Food Tech Aprons for all PP students (£7500).</li> <li>• Pupil Premium pencil cases.</li> <li>• Support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits.</li> <li>• Free musical instrument provision in Y7 and Y8.</li> <li>• Support with access to technology where needed.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research found that lack of equipment was a challenge for 48% of disadvantaged students during recent school closures <a href="#">EEF publishes findings from independent evaluation of National...   EEF</a></li> </ul>	£10,000
<b>B: REVISION</b>	<ul style="list-style-type: none"> <li>• Y7 Study Skills session and Information Evening for parents.</li> <li>• Revision advice booklets for each year group.</li> <li>• Free subject revision guides for KS4 students to encourage independent learning.</li> <li>• Y10 Information Evening for parents to support learning at home.</li> <li>• Intervention timetable for GCSE (staff and prefects).</li> <li>• Additional support via HW Club for students identified as in need.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research on metacognition supports placing an emphasis on learning and revision strategies and demonstrates that these are particularly effective for disadvantaged students <a href="#">Metacognition and Self-regulated Learning   EEF</a></li> </ul>	£0
<b>C: PREPARATION FOR ADULTHOOD</b>	<ul style="list-style-type: none"> <li>• Priority appointments with the Careers Advisor.</li> <li>• Free referrals to higher education specialist for bespoke advice if needed.</li> <li>• Support with CV preparation through Careers Advisor.</li> <li>• Monitor Y10 work experience choices.</li> <li>• Access to Unifrog careers testing.</li> <li>• STEAM careers fair.</li> <li>• Software contribution?</li> </ul>	<ul style="list-style-type: none"> <li>• EEF research shows that students from disadvantaged backgrounds may be more likely to have career aspirations which do not fully recognise their educational potential and achievement</li> <li>• <a href="#">EEF Review of Evidence on Impact of Careers Education</a></li> </ul>	£1000
<b>D: EXTRA-CURRICULAR</b>	<ul style="list-style-type: none"> <li>• Y7 extra-curricular fair to promote activities on offer.</li> <li>• PP students will have access to funding for curriculum trips, year group trips (such as the Y7 residential trip) and for other opportunities when representing the school.</li> <li>• Support with voluntary musical tuition in Y9 and above.</li> <li>• Regular reminders in School Newsletter about support available.</li> <li>• Regular reminders to staff about how to implement support.</li> </ul>	<ul style="list-style-type: none"> <li>• Research by the Sutton Trust shows that students from disadvantaged backgrounds were less likely to take part in extra-curricular activities. This can have a knock-on effect on their levels of cultural capital. <a href="#">Parent Power 2018 - Sutton Trust</a></li> </ul>	£7,000

	<ul style="list-style-type: none"> <li>Promotion of Duke of Edinburgh bursaries from external providers.</li> </ul>		
<b>E: PASTORAL</b>	<ul style="list-style-type: none"> <li>PP coordinator to review CPOMS, Snapshots and termly data to identify potential social and emotional issues, as well as attendance issues.</li> <li>Appointments with the school counsellor as necessary.</li> <li>Parental Information Evenings run by the PSHE department to promote understanding of social and emotional issues to all parents.</li> <li>Staff link role to support PP students who have been identified as in need of additional contact time (£950 per student).</li> </ul>	<p>Research connects childhood social and emotional skills with improved outcomes at school and in later life, such as better academic performance, attitudes, behaviour and relationships with peers.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	£2000

**Total budgeted cost: £39,500**

Remaining £844 set aside for any unforeseen support needs

## PART B: Review of PP Spending 2020-21

Pupil Premium Strategy Outcomes 2020-21					
Much of our planned spending (e.g. summer trips, Activities Week support) was unable to happen due to Covid restrictions. During the Spring 2021 school closure, all families in receipt of PP were contacted to ensure that their child had access to a device for their learning. We also offered access to laptops and internet connections to any students in receipt of PP who had to self-isolate during the academic year. All students on Free School Meals received their FSM allowance remotely during school closures and periods of self-isolation. Pastoral and Pupil Premium staff monitored progress throughout the academic year and intervened where necessary.					
	Intention	Implementation	Desired Impact	Evaluation	Cost
A1	<p><b>ACADEMIC PROGRESS</b></p> <p>PP students in Y7-Y11 will achieve at least the same or better than non-PP students in those year groups across all subjects. PP students identified as concerns in either subject will receive help and make improvements. In Y11, there will be no negative difference between the Progress 8 scores of PP and non-PP students.</p>	<p>Use of CATS data and benchmark literacy test in Y7 for early identification of potential areas of weakness. Review of Snapshots, termly attainment data and SISRA analysis, in conjunction with HoDs and HoYs, to identify attainment issues. Setting in both subjects set to target support. Regular reminders to staff about accessing PP List and being aware of which students may require support. Additional support through subject prefects. Appointment of a literacy coordinator was not achieved 2019-20 due to Covid. This will be explored this year to embed literacy across all subjects at KS3. Continued support for cost of an additional English teacher to reduce class sizes. Close monitoring of progress of PP students in light of Covid school closure. Staff will be encouraged to utilise Catch Up Premium to close any gaps which may have occurred.</p>	<p>Progress grades across all year groups and all subjects will show that PP students have at least the same or better average attainment scores. This will also be reflected in the Progress 8 scores of PP and non-PP students.</p>	<p>Y11 data showed no significant gap between the Attainment 8 of PP students (80) vs non-PP students (81.9).</p> <p>In order to better identify and support literacy, we made the decision mid-year to purchase software packages which will be rolled out in 2021-22. This partly accounts for the increased expenditure.</p> <p>Because we were unable to provide the usual levels of extra-curricular support due to Covid restrictions on school trips, the remaining PP budget was allocated to English staffing costs, to continue to promote Quality First Teaching in the classroom and enable the</p>	<p>BUDGETED: £12,000</p> <p>SPENT: £15,000</p>

				existence of an additional class set.	
<b>A2</b>	<b>EQUIPMENT FOR LEARNING</b> PP students will have access to all equipment necessary for their learning.	Automatic payment from PP budget for revision guide/equipment orders when organised by departments. Free blazer, house tie and PE kits for all PP students (£7140) and support from PFA/sponsors to ensure all students have access to good quality second hand uniform/sports kits. Free musical instrument provision in Y7 and Y8. PP list will be redesigned and relaunched to promote awareness of PP students amongst staff. Liaise with IT to ensure that digital homework platform Show My Homework is being accessed and provide support if necessary. Offer IT equipment again should further lockdowns occur.	Full provision of all necessary equipment.	<p>We had encouraging uptake of our first uniform support offer (approx. £3500) and will continue to advertise this in future. Our offer of free pencil cases and stationery was also well received (£150). A number of departments also offered free essential equipment such as revision guides, Art packs and calculators (£350).</p> <p>We provided 7 laptops, 2 sets of headphones and one router to students in receipt of PP during Remote Learning. Due to donations from friends of the school and the DfE, there was no charge for the laptops.</p> <p>I believe our spending in this area will increase in future years as staff become more proactive about offering support and parents become more receptive to taking advantage of it.</p>	<p>BUDGETED: £12,000</p> <p>SPENT: £4000</p>

<b>B</b>	<p><b>REVISION</b> PP students will gain a secure knowledge of study and revision techniques that will prepare them more effectively for success at KS3 and GCSE.</p>	<p>Y7 Study Skills session and Information Evening for parents. Revision advice booklets for each year group. Free subject revision guides for KS4 students (see D) to encourage independent learning. Y10 Information Evening for parents to support learning at home. Intervention timetable for GCSE (staff and prefects). Possible revision workshops and seminars by Elevate for Y11s in spring term (Covid-permitting) to improve PP students understanding of effective learning techniques.</p>	<p>Current gaps in attainment at KS3 and KS4 will be narrowed. This will also be reflected in results in end-of-year internal exams and GCSEs.</p>	<p>This support was offered online, where necessary, due to Covid. Study skills sessions were recorded and made available online. As outlined above, there was no significant gap between PP and non-PP attainment.</p>	<p>BUDGETED: £3000  SPENT: £0</p>
<b>C</b>	<p><b>PREPARATION FOR ADULTHOOD</b> PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.</p>	<p>Monitor Y10 work experience choices. Careers sessions with Careers Advisor and financial support for Morrisby Careers testing. STEAM careers fair.</p>	<p>All PP pupils will reach the academic standards for entry into the Sixth Form at AGSB and make informed choices about their post-16 pathway.</p>	<p>All students in receipt of PP were offered places in our Sixth Form.</p>	<p>BUDGETED: £500  SPENT: £0</p>
<b>D</b>	<p><b>EXTRA-CURRICULAR</b> All PP students will (as much as Covid permits) be involved in the wider life of the school and will take part in the same broad range of trips and activities as their non-PP peers, gaining self-confidence, sociability, resilience and academic attainment.</p>	<p>Key staff will monitor the engagement of PP students in wider school life. Y7 Extra-curricular fair to promote activities on offer. PP students will have access to funding for curriculum trips, year group trips and for other opportunities when representing the school. Free musical instrument lessons for all Y7s and Y8s and support with musical tuition in other year groups. Improve communication with PP parents by redrafting PP information on school</p>	<p>Extra-curricular survey and staff feedback will illustrate wide engagement with trips, clubs, music etc. Improved self-confidence and engagement with school will be reflected in positive snapshots, progress data and attitude scores.</p>	<p>Extra-curricular activities could not take place for most of the year due to Covid and we were not able to fulfil our plans in this area of school life.</p>	<p>BUDGETED: £2000  SPENT: £0</p>

		<p>website. Produce new PP leaflet that outlines our 'PP Promise.' Thank parents who have applied and issue regular reminder on checking eligibility in Head Master's newsletter. Communicate with staff about new PP list and make sure they are aware of how funding can support PP students. Inform parents that financial support for trips is available (when trips resume).</p>			
<b>E</b>	<p><b>PASTORAL SUPPORT</b> All PP students will receive appropriate intervention and support for any social or emotional issues which may arise.</p>	<p>PP coordinator to review CPOMS, Snapshots and termly data to identify potential social, emotional and attendance issues. Newly established shared 'data space' on Office 365 allows HoYs permanent access to current and historic data. School counsellor will support PP students as necessary. Parental Information Evenings run by the PSHE department to promote understanding of social and emotional issues to all parents. Staff link role to be used to support any PP students who have been identified as in need of additional contact time (spare £2000 kept aside for this in case need arises).</p>	<p>Feedback from students, parents and staff, analysis of attendance records, progress and attitude grades will be used to determine how effective this support has been.</p>	<p>Links between the PP Coordinator and the Heads of Year have been strengthened throughout the year via fortnightly meetings and communication at key data points. Examples of support implemented include in-school provision during school closures, agency support and the creation of a staff Link role. All interventions had a positive impact on social and emotional wellbeing.</p>	<p><b>BUDGETED:</b> £1000</p> <p><b>SPENT:</b> £1600</p>

**Total Budget 2020-21: £36,515**

**Total Expenditure: £36,515**

## PART C: Recovery Premium 2021-22

### Recovery Premium 2021-22

AGSB has been allocated £6000 in Recovery Premium for 2021-22. We understand that this additional funding is designed to help us deliver evidence-based approaches to support disadvantaged students. In line with the PP strategies outlined above, which have been informed by research such as the Education Endowment Foundation's Pupil Premium Guide, we intend to use this funding to promote quality first teaching.

We will provide external CPD for staff on supporting neurodiversity in the classroom and understanding early childhood trauma and attachment issues. Doing so will enhance the quality first teaching on offer to all students, as well as those who can face added barriers to learning.

The remainder of the Recovery Premium will be used to support our existing Pupil Premium approaches such as providing targeted academic support, promoting social and emotional wellbeing and ensuring that all students, regardless of background, are able to access extra-curricular and enriching activities across the school community.

## FURTHER READING

Guidance reports | EEF ([educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk))

Teaching and Learning Toolkit | EEF ([educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk))

'The Pupil Premium: how schools are spending the funding successfully to maximise achievement' (Ofsted, 2013).

'The Pupil Premium: how schools are using the Pupil Premium to raise achievement for disadvantaged pupils' (Ofsted, 2012).

Using pupil premium: guidance for school leaders - GOV.UK