

School overview

Detail	Data
School name	Grays Convent High School
Number of pupils in school	684
Proportion (%) of Pupil Premium eligible pupils FSM	18.71% (128) 18.42% (126)
Academic year/years that our current Pupil Premium strategy plan covers	2021-2024 (currently in year 3)
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	P. Johnson
Pupil Premium lead	L. Burrow
Governor / Trustee lead	L. Eve

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£148,886
Recovery premium funding allocation this academic year	£30,636
School Led Tutoring	£24,624
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£7,736
Recovery premium	£35,202
School Led Tutoring	£10,683
Overpayment of School Led Tutoring (National Tutoring Programme)	-£16,331
Total budget for this academic year	£241,436

Statement of Intent

Grays Convent High School Pupil Premium and recovery strategy (PPS) has a holistic approach which includes all year groups and a broad range of subjects, all with equal importance. We have ensured that we have assessed the guidance offered to us and used official research (most notably that provided by the Education Endowment Fund (EEF)) to underpin decisions.

The staff, at all levels, and pupils of Grays Convent High School are fully committed to ensuring that the partial school closures as a result of Covid 19 and the subsequent disruption will have a minimal effect on the students learning and well-being.

This strategy will ensure that every young person, no matter their age or where they live, gets the education, opportunities and outcomes they deserve, by investing our time and funding on measures proven to be effective, particularly for those who are most disadvantaged.

We know, from the research, that quality first teaching will have the biggest impact on our most disadvantaged learners and so this remains at the heart of our strategy and so our commitment is to ensure that all teachers are delivering good lessons every day to ensure that both our most disadvantaged and non-disadvantaged pupils get the best. This is underpinned by our Teaching & Learning Team who facilitate an observation programme to support staff and identify further training opportunities. We subscribe to the National College which offer high quality online CPOD in a range of subject areas and also in pedagogy.

This PPS details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 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.

In line with Government / EEF recommendations, the school have moved to a three-year strategy plan for Pupil Premium (so as to allow sufficient time for key or new strategies to be launched, embedded and reviewed) whilst being reviewed annually.

Our key objectives

A - To create an ethos of achievement for all of our students including those who are 'disadvantaged'.

B - To enhance positive behaviour for learning, including good attendance and punctuality.

C- To create positive learning and life opportunities for our 'disadvantaged' students.

D - To close the gap and ultimately eradicate the difference in attainment and progress between our Pupil Premium and non-Pupil Premium students.

E - To provide enrichment experiences for all of our Pupil Premium students thorough use of the Pupil Premium funding in order to make a significant impact on their education and lives.

Challenges

Objective – To **address any gap** in terms of attainment and progress are closed and that Pupil Premium (PP) eligible students are able to meet or expected their aspirational targets (including no gaps in learning caused by periods of remote / out of class learning).

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

Challenge number	Detail of challenge
1	Less likely to have access to technology, broadband and other learning resources;
2	Increased wellbeing issues due to family circumstances and financial hardship;
3	Lower levels of attendance and punctuality;
4	Less likely to have cultural experiences that are valued by the national curriculum / EBacc subjects)
5	Lower educational aspirations (from e.g. parents, peer group)

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 improvement of pupil progress with schools of a similar cohort.	Pupils have access to high quality teaching. Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.
Sustain improvement of pupil Attainment 8.	Achieve national average for attainment for all pupils.
To increase the percentage of Grade 5+ in English and maths.	Achieve average English and maths 5+ scores for similar schools.
To maintain and, where possible, exceed Ebacc entry.	At least in-line with national average EBacc Entry for all pupils.
Improve literacy & numeracy levels to enable pupils to access the whole curriculum.	Standardised reading scores at KS3 are in line or above national averages except for those pupils with recognised SEND, including an EHCP where relevant
Improve attendance levels and limit exclusions.	<ul style="list-style-type: none"> • Maintained attendance above national average for girls. • PA rate for PP will be in line or lower than national averages. • PP students will achieve or exceed attendance percentages in line with national averages. • Increased parental engagement demonstrated through uptake at parent & information evenings. • Attendance concerns tracked & discussed regularly at pastoral team meeting.
To continue to cultivate opportunities for enhancing 'cultural capital' through enrichment experience and maintain / develop understanding of careers opportunities.	<ul style="list-style-type: none"> • All students in years 10 & 11 attend a meeting with the careers officer. • Additional meetings with careers officer provided if concerns arise regarding a possible NEET. • NEET figures are maintained at 100%. • Students have a keen awareness of next step study opportunities. • At least 90% of PP students have one or more cultural experience per academic year.

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 priorities (including CPD, recruitment & retention)

Budgeted cost: £ 98,569

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed	Monitoring
<p>Quality First inclusive teaching is a key priority for the school including mentoring / induction of new staff / ECTs.</p> <p>Including annual membership to National College CPD and PiXL(Partners in Excellence)</p>		<p>NFER – ‘<i>Most effective ways to support disadvantaged pupils’</i> achievement’. High quality teaching for all.</p> <p>EEF ‘Supporting high quality teaching is pivotal in improving children’s outcomes’.</p> <p>Highly effective teaching was identified by the Sutton Trust as having a significantly higher impact on disadvantaged students compared to poor teaching when compared with an ‘average’ student.</p> <p>ECT Framework.</p> <p>Structures within the school (linked to the School Improvement Plan (SIP)) are robust for identifying effective and ineffective practice.</p>	1 & 4	
<p>Maintaining high profile of PP students across school and within departments/ in classrooms through information sharing, class context sheets& seating plans</p>	£33,826	<p>NFER – ‘<i>Most effective ways to support disadvantaged pupils’</i> achievement’.</p> <p>ECT Framework. Whole school ethos of attainment for all.</p> <p>NFER – Building Blocks for success – Teachers know which pupils are eligible for Pupil Premium.</p> <p>Sir John Dunford (previous PP champion) – 100% buy in of all teachers.</p>	All	

<p>Developing & improving the Curriculum including securing literacy and numeracy skills across Key Stage 3</p>		<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. Accelerated Reader programme + 3months</p> <p>KS3 The Wasted Years –developing students KS3 literacy and numeracy skills equally.</p> <p>Evidence suggests that mastery learning of topics can deliver approximately five additional months progress.</p> <p>Responsive teaching (including feedback) EEF Importance of feedback +6 months. National College.</p>	<p>1 & 3</p>	
<p>Baseline testing for all Year 7 students</p>		<p>This analysis tool supports the evidence base of measures put in place to close the gap between PP students and their peers. Identify the ability of all students so as they can be set in CORE subjects in October 2021 (akin to class attainment group EEF)</p>	<p>1</p>	
<p>Continuation of increased lesson time in school day,</p>		<p>EEF Extending school time has a moderate impact of approximately 3 months. Increase in school day of 15 minutes and reallocation of lesson timing has given increased lesson time in certain subject areas in both KS3 & 4.</p>	<p>1, 3 & 4</p>	
<p>Teaching & Learning team</p>		<p>A team within the staff to review and analyse changes in pedagogy and practice as well as new materials & reports (including EEF) to share with staff for the improvement of</p>	<p>1, 3 & 4</p>	

		all. To support CPD to enhance quality first inclusive and responsive teaching.		
Attendance Officers	£5,079	<p>Pupils with no absences are 1.3 times more likely to achieve level 4 or above and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p> <p>Pupils with no absences are 2.2 times more likely to achieve 5+ GCSEs A8-C or equivalent including in English and Maths than pupils that missed 15-20% of KS4 lessons</p> <p>Department for Education (DfE) research 2016</p>	1 & 4	
Pupil Premium Coordinator	£59,664	<p>To review and assess the impact of PP strategies so that the investment of funding is carefully targeted to ensure maximum impact.</p> <p>Staff are fully informed and regularly updated as to students who are in receipt of the Pupil Premium & Pupil Premium plus as well as those who remain in receipt of Free School Meals. Information regarding national updates, in school changes and other information which may impact on pupils are regularly shared with staff.</p>	ALL	

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

Budgeted cost: **£56,500**

Activity	Cost	Evidence that supports this approach	Challenge addressed.
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<p>Small group literacy intervention across KS3 for low attaining disadvantaged students supported by School led tuition funding</p>	<p>£4,481</p>	<p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021 + 4months)</p> <p>KS3 The Wasted Years. Developing students KS3 literacy and numeracy skills equally. Building Blocks of success.</p>	<p>1</p>	
<p>Improving student access to resources via Google Classroom and widening the range of resources available to students.</p>		<p>Access to technology (EEF Catch Up recommendations)</p>	<p>2</p>	
<p>Maths – widening range of resources (particularly online) available to students to support in school and (if required) for absence.</p> <p>Small group numeracy intervention across KS3 for low attaining disadvantaged students.</p> <p>Small group GCSE Maths intervention in y11 for low attaining pupils including targeted disadvantaged students.</p> <p>Use of PiXL mental arithmetic tasks to promote and help improve knowledge of key numeracy skills particularly at KS3.</p>	<p>£6,665</p>	<p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021 + 4months)</p> <p>Strong foundation at KS3 level to enable secure progression to GCSE. (Mastery)</p>	<p>1</p>	
<p>Use of Lexia in classroom lessons and for catch up intervention in selected classes</p>		<p>Routine mastery of reading, spelling & grammar</p> <p>Lunch time sessions are run in the IT suite in order to remove barriers to learning in regard to equipment and resources.</p>	<p>1, 2,3 & 4</p>	
<p>Renaissance Reading – used to build reading and comprehension skills. Generation and distribution of Reading Ages of students</p>	<p>£4265</p>	<p>Distribution of reading ages to enable teachers to differentiate texts appropriately.</p>	<p>1</p>	

Individual 1-2-1 catch up sessions for GCSE PP students with targeted outcomes		Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021)	1, 2 & 4	
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<p>Homework support - provides a place for students to complete homework with teaching support and access to IT.</p> <p>SAM learning – package for students to access at home/ on mobile devices used by selected subjects</p>	<p>£5,884</p>	<p>EEF toolkit +3 months for behaviour interventions by offering opportunity to remove barriers for accessing online platforms and to ensure completion of work so as not to fall behind. Will also benefit all pupils as it provides an out of school purposeful learning environment to complete work.</p> <p>Fischer Family Trust and EEF approved -10 hours or more work on SAM Learning has been shown to boost grades</p>	<p>1, 2, 3 & 4</p>	
<p>Curriculum support – to remove barriers to learning in regard to equipment and resources.</p>	<p>£7,965</p>	<p>EEF (2020) & catch up recommendations – digital technology can up to 4 months plus progress.</p> <p>To enable engagement with online learning platform for homework and in the event of remote learning (for illness or other reasons)</p>	<p>1 & 2</p>	
<p>Department bid forms for funding for Pupil Premium students Staff are able to seek additional funding to support disadvantaged pupils so further barriers are not created</p>	<p>£23,923</p>	<p>NFER – Seven building blocks for raising disadvantaged pupils’ attainment. Meeting individual learning needs.</p> <p>To remove barriers to learning in regard to equipment and resources.</p>	<p>1, 2, & 3</p>	

<p>RAP (Raising Attainment & Progress) Team (including Sistra analytics).</p> <p>Regular meeting at KS3 & KS4 to analyse data trends and identify where further support or intervention is required with Pupil Premium students as a focus group</p>		<p>NFER - Seven building blocks for raising disadvantaged pupils' attainment. Data driven and responding to evidence. The analysis tool supports the evidence base of measures put in place to close the gap between PP students and their peers. Discussion by team ensures intervention is rapid and targeted & high quality.</p>	<p>1, 2, 3 & 4</p>	
<p>Targeted Internal Intervention, 1:1 Support and Easter Revision</p>	<p>£1,452</p>	<p>Evidence indicates that 1:1 and small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021)</p>	<p>1, 2 & 4</p>	
<p>School-led tutoring - Staff who are known to students are well placed to offer the right support within the school context as well as the content of the syllabus students need to follow (including exam syllabi). Pupil Premium funding will underpin the funding from SLT in order to fill any shortfall</p>	<p>£1,865</p>	<p>Evidence indicates that small group tuition can be effective, delivering approximately 4 additional months progress (EEF Teaching & Learning Toolkit 2021)</p>	<p>1</p>	

Wider strategies (for example related to attendance, behaviour, well-being)

Budgeted cost: **£42,336**

Activity	Cost	Evidence that supports this approach	Challenge addressed.	Monitoring
Introduction of Studybugs Ease of reporting absence for illness for parents Maximise attendance effectively Early intervention for student's mental health	£3,676	StudyBugs provides a unique communication platform for children's health, used by thousands of schools and parents across the UK. In partnership with the NHS and other public health organisations, StudyBugs tracks what bugs are going around and allows parents to quickly and easily report student absence. Studybugs is an accredited Associate Technical Partner of Capita SIMS. <i>'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance'. Working with parents to support children's learning Guidance Report.</i>		
Year 10/ 11 work skills / mock interview day		EEF toolkit + 3 months for behaviour interventions. Will benefit all pupils owing to creating a purposeful learning environment.	3 & 4	

<p>Emotional well-being support. Safeguarding concerns (including Pastoral Manager).</p> <p>External training for SENCO & LSA</p>	<p>£11,916</p>	<p>EEF Teaching & learning toolkit identifies social and emotional learning delivering approximately 4+ months impact for very low cost. This runs in combination with a positive school ethos to support students' well-being.</p> <p>Students are supported with academic or home life issues which arise to prevent them from being further disadvantaged.</p> <p>EEF Social & Emotional teaching +4 months. <i>'Social and emotional skills support effective learning and are linked to positive outcomes later in life'</i>.</p>	<p>3 & 4</p>	
<p>In school provision for counselling</p>	<p>£4,218</p>	<p>EEF Teaching & learning toolkit identifies social and emotional learning delivering approximately 4+ months impact for very low cost. To support emotional difficulties affecting performance in school for improved attendance, social behaviour & emotional well-being</p>	<p>3 & 4</p>	
<p>Achievement & Behaviour</p> <p>Use of achievement points to promote good behaviour for learning. Rewards linked to achievement points including badges, certificates & in school events</p>	<p>£2,673</p>	<p>EEF toolkit + 3 months for behaviour interventions. Will benefit all pupils owing to creating a purposeful learning environment.</p> <p>To promote positive behaviour for learning, raise self-esteem, improve attitudes to learning and improved confidence.</p>	<p>4</p>	

<p>Breakfast Club</p> <p>Breakfast club is run daily from 8.00 am to encourage a punctual arrival to the school day.</p> <p>Additional funding is provided for Pupil Premium students to have a breakfast.</p>	<p>£2,752</p>	<p>To enhance concentration to enable students to study more effectively. FSM students have additional funding for breakfast to encourage a prompt start to the day and that they have eaten and are ready to learn.</p> <p><i>‘A 12 year-old who skips breakfast has the same brain power of a 70-year-old in the classroom. Children who eat healthy breakfasts are able to solve problems better and can think faster and more clearly’.</i> (GOSH Brilliant breakfasts)</p> <p>EEF <i>‘There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance’.</i></p>	<p>3 & 4</p>	
<p>Providing uniform, & PE Kit; through links to school uniform providers or through our school run ‘free’ uniform supply (donated pre-loved uniform)</p> <p>Transport Support – short term support for travel costs.</p>	<p>£745</p> <p>£121</p>	<p>To ensure that there are no explicit, perceived inhibiting barriers.</p> <p>Students have access to uniform and are able to attend school and be ready to learn resulting in improved attendance and social behaviour</p>	<p>2 & 4</p>	
<p>School Cloud.</p> <p>System initially in place for parents’ evenings in 2020/21 to promote dialogue between home and school regarding academic performance. Now used as a booking system to monitor parents signed up and make contact where</p>		<p>EEF Teaching & learning toolkit states parental engagement can have a moderate impact (around 4 months) for low cost. It maintains communication between the school and the parents regarding academic performance and can prevent barriers arising or continuing to prevent a student’s academic progress or impair their well-being.</p>	<p>2, 3 & 4</p>	

necessary to encourage attendance and importance of home / school discussion.				
Re-introduction of 10-minute form time (by reducing break by 10 minutes)		Students have access to an identified adult with whom they can build a relationship & trust. Form tutors are well placed to recognise any possible issues arising and to take action prior to them having any significant detrimental impact. Gives students access to a member of staff at the start of the day to support alleviating any concerns they may feel	3 & 4	In place for 2022-2023 - now embedded back into timetable
Communicating with parents of disadvantaged but non-FSM students for eligibility (changes in economic / financial situation).		Identifying students who may be eligible for funding so as to pre-emptively support any barriers emerging / inhibiting engagement or academic progress EEF Teaching & learning toolkit states parental engagement can have a moderate impact (around 4 months) for low cost.	2 & 3	
Thurrock Trailblazers (affiliated with Royal Opera House, Covent Garden).	£2,426	EEF Toolkit states that Arts participation approaches can have a positive impact on other areas other the curriculum (moderate impact for low cost) + 3 months. <i>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment."</i>	5	
Contingency				
Contingency funding	To allow for adaptations or alterations to plan during the course of the year.	Additional interventions, resources or support can be accessed/ purchased if required.		£13,809

Total budgeted cost: £197,405

Breakdown

Target

1. Teaching priorities (including CPD, recruitment & retention) = **£ 98,569**
2. Targeted academic support for current academic year (for example, tutoring, one-to-one support structured interventions) = **£56,500**
3. Wider strategies (for example related to attendance, behaviour, well-being) = **£42,336**

Review of last year's aims and outcomes

See Review of outcomes in the previous academic year 2022-2023 statement