



SIR WILLIAM BORLASE'S GRAMMAR SCHOOL

Pupil Premium Strategy Statement 2023/4

This statement details our school's use of pupil premium 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:	Sir William Borlase's Grammar School
Number of pupils in school (Years 7-11) :	747
Proportion (%) of pupil premium eligible pupils (Years 7-11)	3.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	December 31st, 2023
Date on which it will be reviewed	December , 2024
Statement authorised by	Ed Goodall
Pupil Premium lead	Louise Walder
Governor / Trustee lead	Gill Towell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,368
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,368



Part A: Pupil premium strategy plan

Statement of intent

Our intention at Sir William Borlase's Grammar School is that all students, irrespective of their background or the challenges they face, are inspired and empowered in their learning and have the opportunity to develop the skills, knowledge and confidence to thrive and shape their own future.

It is our aim that all students, irrespective of background:

- *have access to the full curriculum, including the broad, rich and creative Key Stage 3; the enriched Key Stage 4 including core subjects; an MFL and their chosen options to GCSE and the challenging KS5 curriculum that facilitates access to next pathways.*
- *are able to make progress and fulfil their potential.*
- *have access to knowledge about career and higher educational pathways; that they hear quality speakers, attend events and have access to advice.*
- *have access to cultural capital and enriched learning experiences.*
- *have access to wider opportunities and extracurricular activities.*
- *have access to the learning resources they need for progress in the classroom and for home learning.*
- *have access to pastoral/ wellbeing support.*
- *have access to learning advice and support.*

High Performance Learning - Quality First Teaching

The underpinning principle of High Performance Learning is that all students, irrespective of background, have the potential to excel and thrive in their learning. Quality First Teaching for all students is central to our approach to ensure that disadvantaged students, alongside those who are not disadvantaged, fulfil their potential.

It is our aim that:

- *All teachers know their students and their individual learning needs.*
- *Teaching and learning is planned with a view to engaging all learners.*
- *Students have access to resources and develop strategies to support independent learning.*
- *Monitoring and diagnostic assessment identifies where students are underachieving and strategies are put in place to support.*
- *All students are directed to wider and extended learning opportunities.*

Developing Independent Learners is a central aim of our approach to teaching and learning, working with students and parents as well as our own staff. Our aim is that all learners,

whether disadvantaged or not, develop an understanding of how they learn and how they use resources to support them in fulfilling their aspirations.

Supporting Aspiration is key to developing all our students who are underachieving for any reason, whether through disadvantage or not. Our wider school support system includes individual academic mentoring, lunchtime and after school support, guided action plans, learning mentor support, sixth form learning support. This work supports non-disadvantaged and disadvantaged students equally.

Our approach to supporting disadvantage is both planned and responsive. It is highly individualised. It is based on diagnostic assessment and one to one conversations with a trusted mentor. Systems are in place to monitor the progress of disadvantaged students and to identify their particular needs/ barriers.

Our aim is that:

- *Disadvantaged students have access to all the wider strategies for learning, enrichment and support offered to the whole school and take these up according to their needs.*
- *The individual challenges faced by vulnerable / disadvantaged students are considered.*
- *The specific needs and requests of students are considered.*
- *The need to access a range of cultural capital, trips, visits, extracurricular opportunities etc is considered and that the school will support where possible (drawing on school funds)*

How the strategy meets our aims. The school :

- *Adopts a whole school approach to teaching and learning that supports all learners.*
- *Includes a learning support strategy that supports all learners.*
- *Ensures a wide range of wider opportunities, enrichment, cultural capital are accessible to all students*
- *Ensures we have a strong and supportive pastoral care and wellbeing programme.*
- *Ensures we have professional medical support for all students.*
- *Monitors the academic progress of all students including disadvantaged.*
- *Monitors the uptake and involvement in enrichment of all students.*
- *Ensures that disadvantaged students/ parents have a link staff member to discuss barriers/ needs. (This is managed sensitively as some students are unaware of PP status)*

Challenges

This details the challenges we have identified for our disadvantaged students

Challenge number	Detail of challenge
1	<p>The school monitors the academic achievement and progress of disadvantaged students alongside the whole school. As numbers are small, our priority is to analyse the progress and attainment of individual students and their confidence in their different subjects.</p> <p>In our ongoing monitoring, we take particular note of any academic challenges individual disadvantaged students may have in specific areas; this may require targeted academic support/ guidance when underachieving to ensure there is no widening of the gap between disadvantaged and non-disadvantaged students. Equally, it may require general support in study skills.</p>
2	<p>The school recognises the importance of wider experiences - we monitor and support access to trips, visits, cultural capital , funded extra-curricular opportunities.</p>
3	<p>Some disadvantaged students find support with organisation, planning, time-management, management of resources and general academic guidance helps them in fulfilling their potential.</p>
4	<p>Disadvantaged and non- disadvantaged SEND students need specific advice on cognitive learning strategies/access arrangements. Some also need help with specific strategies to support managing their behaviour for learning, working with others, focusing in particular learning environments.</p>
5	<p>The school monitors attendance of disadvantaged students and non-disadvantaged students. Disadvantaged students may have more challenges with attendance as shown by the national picture.</p>
6	<p>The school is mindful that all students, and particularly disadvantaged students should have access to excellent careers advice, connections with higher education and work experience. First generation students to university and PP students are prioritised for early support.</p>
7	<p>Some disadvantaged and non-disadvantaged students have expressed the value in having a safe and quiet place to study - after school. Having introduced this during lockdown, the school recognises the continued need.</p>
8	<p>Learning Resources at home - some students may struggle to buy learning resources such as devices, revision guides, wider -learning resources at particular times in their academic journey.</p>
9	<p>The school recognises the challenge of transition for disadvantaged students from year 6 into year 7, starting a new school. This challenge may be greater for disadvantaged and SEND students, particularly in Reading and Maths.</p>
10	<p>Discussions with families and pupils have identified social and emotional issues for many pupils; these challenges particularly affect disadvantaged pupils.</p>

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 (2023-2026)
<p>1. High levels of motivation and aspiration for all Disadvantaged students, as with all students. Appropriate support/ extension taken up to support fulfilling potential. Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress, as with all students. Targeted support recognises particular challenges of disadvantaged students.</p>	<p>Comparable curriculum coverage between disadvantaged and non disadvantaged students including Ebacc, MFL uptake, engagement in creative subjects. Comparable academic results and attitude to learning grades. Comparable progression rates to the Sixth Form or other FE provider and Higher Education Institutions, or vocational training.</p>
<p>2. Equal levels of participation in extracurricular activities, and wider opportunities for wellbeing, as with all students. All students, including disadvantaged students will develop Cultural Capital and educational enrichment experiences. Involvement in student voice opportunities such as student voice council.</p>	<p>The student -wide monitoring of participation and mentoring meetings will record equally high levels of engagements from disadvantaged and non disadvantaged students in extracurricular activities and opportunities. Comparable levels of engagement in cultural experiences, house competitions and curriculum trips. Proportionate representation on the Student Voice Committee and/ or equivalents.</p>
<p>3. High levels of organisation, behaviour for learning, learner confidence as with all students.</p>	<p>Disadvantaged students take up SAPs and learning mentoring time as needed (data of their attendance) and ATL data, and their feedback via their PP meetings communicates learner confidence.</p>
<p>4. Disadvantaged SEND students as with all SEND students feel supported in cognitive learning strategies.</p>	<p>Feedback from SEND mentors, students and parents is positive. SEND profiles capture successful strategies on an individual basis.</p>
<p>5. Disadvantaged students have equally high attendance rates as non disadvantaged students. Attendance continues to be excellent for all students - 95%+</p>	<p>Attendance monitoring shows that attendance for SEND and Disadvantaged students are as high as non disadvantaged students. Where individuals have a specific challenge with attendance these are known and documented and students are given support to access the full curriculum.</p>
<p>6. Disadvantaged students have priority on School Careers appointments early. Via our excellent school careers support, all students can access next destinations post Borlase, including university and</p>	<p>Student destinations post Borlase indicate disadvantaged students continue to access chosen and appropriate pathways as with all students.</p>

higher level apprenticeships. First generation higher education and bursary students continue to have appropriate targeted guidance . The careers programme identifies where work-related experience would support the aspirations of PP students and supports identifying this.	
7. PP students and all students needing a safe, quiet space to study attend the school supervised library as needed. PP mentors track the need for this and monitor attendance.	Feedback from PP students shows that they have access to a safe, quiet place for study. As well as after school, during key holiday breaks the library is open to students wishing to study at school.
8. All students eligible for PP continue to have resources necessary to access the full curriculum at school and for home-learning including an online device. Likewise, if a student needs access to wider-learning resources the school tries to identify ways of supporting this - school fund/trusts and award schemes. PP coordinator monitors and liaises with HOKs to review how best to target resources.	Students eligible for PP have access to a device and relevant revision guides as needed. (PP co-ordinator has considered School Funds/Local Bursaries to support where PP Funding is limited). Student and Key Stage feedback via PP mentors confirm students have the resources needed. Parent check-in meetings confirm that students have the resources they need.
9. All students, including the disadvantaged, experience a smooth transition from primary to secondary and feel positive and ready to start their new school in Year 7.	All students, particularly disadvantaged, feel confident in approaching the curriculum, particularly Reading and Maths which underpin all aspects of learning. Parent meetings confirm students have smooth transition.
10. Where students have SEMH issues there is support available including for those whose full attendance is affected by medical and SEMH issues. This support should be equally available and accessible to disadvantaged children.	Disadvantaged students who have SEMH/ Medical issues are offered support opportunities and are referred as appropriate within school or outside. Attendance of disadvantaged SEMH/ Medical students is monitored and supported fully.

Roles and Responsibilities

Overall PP Strategy monitoring of academic data, progress, attainment and attendance.	Deputy Head Teacher, Academic & Curriculum
Overall monitoring of PP Spending	Chief Finance Officer
Allocation of PP Mentors, Monitoring of uptake of academic support.	Heads of Year/ Key Stage

Monitoring of SEND/SEMH/ Pastoral support.	Heads of Year/Key Stage, SENDco, Mental Health Team & DSL as appropriate.
Overall monitoring of uptake of wider opportunities, cultural capital, enrichment	Assistant Head, Pastoral and Personal Development
Regular communication and monitoring of individual students' learning, progress, wellbeing, SEND support, wider opportunities, cultural capital and general needs. Communication with individual parents.	Designated named person from Key Stage Teams.
Governor oversight	Personal Development and Wellbeing Committee.

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.

Total Budget for Pupil Premium (£33,368)

High Quality Teaching and Learning for All

Budgeted Cost: £ over 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning - Whole School: IRIS connect, CPD training time</i>	<p>School-led CPD focuses on training all staff in principles based upon High Quality Teaching for all including disadvantaged students. Strategies are linked to neuroscience research and involve all staff and students developing their use of metacognitive strategies.</p> <p>CPD is focussed on Teacher Learning Communities, collaborative groups focussing on Challenge and Support, Questioning and Oracy, Quality Feedback. This is being supported by buying Walkthru books and Purchasing IRIS, a video platform to improve teaching and learning.</p>	1 and 4

	EEF Toolkit suggests HIGH IMPACT - Feedback (+6 months), mastery (+5 months), Metacognition (+7 months), Homework (+5 months), collaborative approaches (+5 months)	
<i>Google education suite Purchase of devices, visualisers, CPD training time</i>	<p>The school used the suite of google learning systems, implemented before lockdown and further developed through these periods to ensure excellent, live teaching and learning is and was available to all students. Resources such as visualisers, additional monitors are required to support this.</p> <p>The school uses PP funding to ensure all PP children have a personal Chrome Book/ Laptop for use at home.</p> <p>The Google suite supports Home learning, Collaborative Learning, feedback, peer mentoring etc</p> <p>Research evidence from EEF</p>	1, 3, 4, 8
<i>SENDCo training and SEND CPD Further Training of SENDCo, Specialist Teacher, Sensory Assessment, SEND room, CPD training time</i>	<p>The school has paid for the training of a SENDco and a Specialist Teacher. CPD is focusing on developing teaching and learning strategies to support all learners. Additional training is being purchased for the Student Support Team. Additional time has been allocated to the SENDco and Specialist Teacher.</p> <p>We employ a member of staff for a day of week to assess neuro diverse students sensory needs.</p> <p>We have created a designated room for SEND and SEMH support which includes a decompression area.</p> <p>EEF report on SEND</p>	1, 4
<i>Baseline Diagnostic Assessment to identify gaps. Purchase of CAT tests</i>	The school purchases CAT tests to provide a baseline assessment for year 7 students in order to provide a full picture of student strengths and gaps. This is used together with academic assessment data to give contextual information for teachers and to target interventions.	1, 4
<i>Time for NPQSL and H Payment of qualifications and cover time</i>	The school has allocated time for middle and senior leaders to undertake research projects to take Teaching and Learning forward.	1, 4
<i>Careers Employment of Careers Lead and Advisor</i>	The school employs a specialist Careers Lead and Careers advisor and buys into Unifrog to support careers learning. The school has bought some additional online careers learning opportunities.	2, 6

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

Budgeted Cost: £ over 8,500

Activity	Evidence and rationale to support this approach	Challenge number(s) addressed
<i>SAPS (Supporting Aspiration Sessions) Payment for staff after school sessions</i>	We have developed this approach over the last four years. The culture of attending centralised, key stage- based after school sessions has been embraced; students volunteer attendance as well as being invited. Learning mentors support students with guidance from specialist teachers. Students are supported in organisation, planning, revision strategies or in specific topics of learning. Regular attendance has been proven to improve the APS of Year 11 students. EEF Toolkit (+ 4 months)	1, 3, 4, 7
<i>Small Group Interventions Payment for Tutoring sessions</i>	Subject departments run targeted support for any underachieving students; we ensure that PP and SEND students are prioritised. We run some revision courses for year 11 in Easter Holidays and subsidise PP students to attend these. EEF Toolkit (+ 4 months)	1,3, 4
<i>Boosting Reading in KS3 Employment of literacy coordinator</i>	Library lessons with a literacy specialist are timetabled into years 7-9 for all students. Literacy coordinator takes small groups for targeted intervention.	1,9
<i>Year 6 into 7 Transition Programme Payment for staff running course</i>	All PP students since 2022 were offered an enhanced transition programme between Year 6 and 7 and July and August giving English and Maths tuition.	9
<i>Sixth Form/Peer Tutoring Low cost</i>	We have large numbers of sixth formers who are mentors to individual students, particularly Year 11 examination students; also lower down the school. EEF Toolkit (+5 months)	1,3,4
<i>Learning Mentor Support</i>	The school employs three Learning Mentors for each Key Stage who lead 1-2-1 academic support	1, 3, 4

<i>Payment for Learning Mentors</i>	and study skill guidance. PP and SEND students are allocated a mentor to support them. EEF Toolkit (+ 2 months)	
<i>Targeted Careers Advice (Careers Lead and Careers Advisor) Employment of Careers Lead and Advisor</i>	PP students often have less access to personal contacts and family members who can advise them. Prioritising these students enables them to start thinking early about the many opportunities available. The Careers Lead can also inform SLT to help them with next step choices.	6

Wider strategies

Budgeted Cost: £ over 8,500

Activity	Evidence and rationale to support this approach	Challenge number(s) addressed
<i>Learning Mentors, Student Support Employment of Learning Mentors Payment for after school supervision</i>	Regular contact with a trusted mentor ensures all young people have someone who takes a personal interest in their wellbeing and personal development. The school has increased the amount of LM hours and created additional training in SEND learning and mental health. The school is also paying additional hours for after school supervision in the library. (EEF Toolkit + 3 months)	1, 2, 3, 4, 5, 7, 9, 10
<i>Attendance Officer Employment of attendance officer</i>	Attendance of all students is monitored; the correlation between high attendance and attainment is proven. The school has added an attendance officer to the staff with responsibility for attendance for year 7-11. The school has created a new role in the Health and Wellbeing Lead who monitors and supports low attendees who have a medical/SEMH reason for low attendance. Dfe research on effect of absence on attainment	1,3,5,10
<i>CPoms and DSL Training Continued Training costs</i>	This system allows us to monitor effectively any behaviour, wellbeing, safeguarding concerns. We continue to invest in DSL training for a wider team. This is to support all and our most vulnerable and disadvantaged students. (EEF Toolkit + 4 months)	1, 10
<i>Behaviour and Values Low Cost</i>	The Key Stage Teams monitor behaviour using SIMs. Support strategies and an educational	1, 10

	<p>approach to values to reduce exclusion/suspension.</p> <p>(EEF Toolkit + 4 months)</p>	
<p><i>Mental Health and Wellbeing</i></p> <p><i>Employment of counsellor and Medical Officer</i></p>	<p>The school has invested in training for staff and parents in understanding teenage mental health; and in training our counsellor in Single Session Conversations. We train peer mentors using Bucks Mind. The school employs a School Counsellor, wider counselling and MHST. Additional cover support and LM hours has increased the availability of student support.</p> <p>Good mental health and support strategies are vital for all students and particularly disadvantaged children. The school has and is developing the training and expertise of learning mentors in Emotional Literacy.</p> <p>The school has introduced a new role - Mental Health and Wellbeing Lead to cover medical and mental health support.</p> <p>The school has significantly developed the sports facilities to ensure Sport for All spaces.</p> <p>(EEF Toolkit + 4 months)</p>	3, 4, 5, 10
<p><i>House System - Cultural Capital and Wider Opportunities</i></p> <p><i>Staff time</i></p>	<p>The school gives time to a senior member of staff to oversee the House System to ensure participation from all students.</p> <p>There are competitions and activities for all students. This ensures everyone, including all PP/ Disadvantaged children are involved in Music, Dance, Sport, Quizzes and a range of wider opportunities.</p> <p>EEF Toolkit +4</p>	2, 3
<p><i>Extra Curricular Activities</i></p> <p><i>Employment of coaches</i></p>	<p>The school continues to employ coaches and support staff and allocate teacher time to deliver a wider extra curricular programme. Disadvantaged students, and non-disadvantaged are enriched through regular involvement in sports, the arts, creative writing, STEM, Environment and a whole range of activities. They learn how to balance their time and they build strong friendships. Assistant head time has been allocated to overall monitoring of uptake. Involvement in wider activities enables all students to present these experiences in application forms for careers and university.</p> <p>EEF Toolkit (+3)</p>	2, 6, 10

<p><i>Enrichment Activities</i> <i>Staff time</i></p>	<p>The school organises enrichment activities to extend the learning experience supporting classroom learning - these include Science, STEM, Careers, Dance, Drama, History, Geography. All students, particularly disadvantaged, benefit from extension and enrichment activities. In the Sixth Form Students have an EPQ Mentor and a UCAS mentor; students can also choose to study a vocational course in Production Arts. (We have found some of our disadvantaged children and SEND children engage very positively with this vocational learning)</p> <p>EEF Toolkit + 3</p>	<p>1, 2, 6, 10</p>
<p><i>Outdoor Education</i> <i>Costs covered for PP students</i></p>	<p>The school runs additional outdoor education opportunities for year 9 to rebuild confidence and resilience in students who are still affected by the pandemic. The school covers half the cost for PP children and families are directed to a local charity for the remainder.</p> <p>The lasting impacts of outdoor adventure residential experiences on young people</p>	<p>2, 5, 10</p>
<p><i>Transition Programme</i> <i>Year 6 into 7</i> <i>Costs covered for PP students</i></p>	<p>The school runs a 4 day Transition programme and a 5 day Hockey Programme in July and August for all Year 6 into 7 learners which is fully funded for pupil premium learners.</p>	<p>9</p>
<p><i>PSHE, Lecture Series, Speakers</i> <i>Payment for Speakers</i></p>	<p>The school has invested in this programme bringing in a range of speakers to provide wider education to disadvantaged and non-disadvantaged students. This builds confidence, wider understanding to support aspiration and wellbeing.</p>	<p>1, 2, 3, 10</p>
<p><i>Trips and Visits</i> <i>Costs partially covered for PP students</i></p>	<p>The school covers the cost of educational day-trips and visits directly linked to the curriculum for disadvantaged children. Seeing live theatre/ attending science lectures enhances learning and aspiration. For residential trips, the school covers part of the cost and families are directed to a local charity for the remainder.</p>	<p>1, 2, 4, 5, 10</p>
<p><i>Resources for Extra Curricular</i> <i>Relevant costs covered for PP students</i></p>	<p>The school identifies where a PP student may not have access to resources for wider opportunities and supports them with this where possible or directs them to possible trust funds.</p>	<p>8</p>

	The school covers the cost or subsidises non-curriculum trips where a PP student is fully involved in that area - e.g. Choir Tour.	
<i>SLT Culture, Character, House , Extra Curricular Staff costs</i>	The School has created an Associate Assistant Head, and Assistant Head Role to oversee the uptake and impact of wider opportunities, leadership etc to ensure all young people are having excellent opportunities.	2, 3, 6
<i>Communicating and supporting parents Staff time</i>	Each Pupil premium student is allocated a mentor who makes an initial contact each year to discuss the challenges facing the family and student. This is followed by termly check in with the parent/student.	All

Total budgeted cost: £35,000 (This amount is added to the school wider budget to support all students, targeting disadvantaged students as indicated above. The school further supports the needs of disadvantaged pupils by drawing on school fund and applying to trusts)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (2022-23)

Detail	Data
Number of pupils in school (7-11)	741
Proportion of Disadvantaged	3.1%
Pupil Premium allocation	£33,437
Publish Date	December 2022
Review Date	December 2023
Statement Authorised by	Headteacher
Pupil Premium Lead	Louise Walder, Deputy Head
Governor Lead	Gill Towell

2022/23 Outcomes for disadvantaged students

The number of disadvantaged students in 2022/23 is too small to report on, however the 2022 GCSE results show that the SWBGS **disadvantaged** students achieved at a **higher** level than **disadvantaged** students **nationally** and also made more **progress** than **disadvantaged** students **nationally**. They also made higher **progress** and had higher **attainment** than **non disadvantaged** students **nationally**. They also made higher **progress** than the **non disadvantaged** students at **SWBGS**. The attainment gap between disadvantaged and non disadvantaged is lower than the national attainment gap. This shows that the intervention and small group tutoring carried out using the Covid catch up fund was effective in increasing the attainment of the disadvantaged students as well as the other academic strategies.

All disadvantaged year 11 students have gone onto sixth form study for the last two years.

Disadvantaged students take up extra-curricular and wider opportunities in school and future surveys will continue to monitor this take up.

SAPS (after school learning help) take up by disadvantaged students is monitored and encouraged. Maintaining the library as a supervised place of study in the school holidays has been successfully taken up by disadvantaged students as well as other students.

Parents of pupil premium students have been communicated with by school and profiles completed to find out the personal challenges faced by each of our disadvantaged students and work out how they can be supported. Where disadvantaged students are also SEND a specific profile of the SEND needs has been completed and is used by teachers to adjust their teaching.

An attendance officer was appointed in November 2021 and attendance of disadvantaged students is monitored and excellent attendance is encouraged by the school. A medical officer was appointed in December 2021 who has responsibility for attendance of students who have medical challenges with attendance. The % attendance of disadvantaged students in 2022/23 was similar to non disadvantaged students, and significantly higher than national (5% more) except in one year group which has specific individual challenges which are monitored.

Disadvantaged and SEND students were prioritised for Careers appointments and the excellent destinations of the students from year 11 and year 13 reflect this.

All disadvantaged students have access to a computing device to use in school.

Disadvantaged students in all year groups were monitored for academic progress.

Review of Intended Outcomes 2022/23

Intended outcome	Success criteria (2022-2025)	Review
<p>1. High levels of motivation and aspiration for all Disadvantaged students, as with all students. Appropriate support/ extension taken up to support fulfilling potential. Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress, as with all students. Targeted support recognises particular challenges of disadvantaged students.</p>	<p>Comparable academic results and attitude to learning grades. Comparable progression rates to the Sixth Form or other FE provider and Higher Education Institutions, or vocational training. Increased one-to-one and small group tuition to support catch up efforts enables PP students to make as much progress as on disadvantaged students.</p>	<p>SWBGS overall progress 8 + 0.7 Number of PP Students too small to report. Sixth form bursary students have gone onto higher education All year 11 PP students have gone onto Sixth form</p>
<p>2. Equal levels of participation in extracurricular activities, and wider opportunities, as with all students. All students, including disadvantaged students will develop Cultural Capital and educational enrichment experiences.</p>	<p>The student wide monitoring of participation and mentoring meetings will record equally high levels of engagements from disadvantaged and non disadvantaged students in extracurricular activities and opportunities. Comparable levels of engagement in cultural experiences.</p>	<p>High levels of participation in all activities and 100% participation in house/ school wide activities showed disadvantaged engagement. Formal surveys of all activities will provide even more robust data going forward.</p>
<p>3. High levels of organisation, behaviour for learning,</p>	<p>Disadvantaged students take up SAPs and learning</p>	<p>SAPS attendance and take up by disadvantaged students</p>

<p>learner confidence as with all students.</p>	<p>mentoring time as needed (data of their attendance) and ATL data, and their feedback via their PP meetings communicates learner confidence.</p>	<p>was monitored and progress of students concerned has improved.</p>
<p>4. Disadvantaged SEND students as with all SEND students feel supported in cognitive learning strategies.</p>	<p>Feedback from SEND mentors, students and parents is positive. SEND profiles capture successful strategies on an individual basis.</p>	<p>SEND profiles completed. SEND survey reports high levels of satisfaction from parents. Going forward, a parent SEND group will capture more robust feedback.</p>
<p>5. Disadvantaged students have equally high attendance rates as non disadvantaged. Attendance continues to be excellent for all students - 95%</p>	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place. Improved engagement and wellbeing of students with concerns are recorded through their feedback with mentors and KS Teams. Attendance is equally high for PP, SEMH students. The attendance of all lessons, and any time taken out (SEMH/vulnerable students) is monitored and shows that these students are remaining in lessons, managing the whole school day. PP Students and vulnerable/disadvantaged have comparable attendance to other students.</p>	<p>Attendance Officer appointed in November 2021. Attendance monitored and tracked and students with low attendance were followed up. Number of persistent absences reduced during year. % attendance of disadvantaged students in 2022/23 is similar to non disadvantaged students, and significantly higher than national except in one year group which has specific individual challenges which are monitored.</p>
<p>6. Disadvantaged students continue to have priority on School Careers appointments early. Via our excellent school careers support, all students can access next destinations</p>	<p>Student destinations post Borlase indicate disadvantaged students continue to access chosen and appropriate pathways as with all students.</p>	<p>SEND students had early appointments and student destinations show excellent next pathways for disadvantaged and SEN students.</p>

<p>post Borlase, including university and higher level apprenticeships. First generation higher education and bursary students continue to have appropriate targeted guidance . The careers programme identifies where work-related experience would support the aspirations of PP students and supports identifying this.</p>		
<p>7. PP students and all students needing a safe, quiet space to study attend the school supervised library as needed. PP mentors track the need for this and monitor attendance.</p>	<p>Feedback from PP students shows that they have access to a safe, quiet place for study.</p>	<p>Supervised sessions after school also extended to holiday times - excellent take up from disadvantaged students.</p>
<p>8. All students eligible for PP continue to have resources necessary to access the full curriculum at school and for home-learning including an online device. Likewise, if a student needs access to wider-learning resources the school tries to identify ways of supporting this - school fund/trusts and award schemes. PP coordinator monitors and liaises with HOKs to review how best to target resources.</p>	<p>Students eligible for PP have access to a device and relevant revision guides as needed. (PP co-ordinator has considered School Funds/Local Bursaries to support where PP Funding is limited). Student and Key Stage feedback via PP mentors confirm students have the resources needed.</p>	<p>All PP students have appropriate resources.</p>
<p>9. All students, including disadvantaged experience a smooth transition from primary to secondary and feel positive and ready to start their new school in year 7</p>	<p>All students, particularly disadvantaged feel confident in approaching the curriculum, particular Reading and Maths which underpin all aspects of learning. Parent meetings confirm students have smooth transition.</p>	<p>Transition programme, including enhanced transition programme for PP and SEND students over the Summer holiday ensured students had a smooth start to year 7.</p>
<p>10. Where students have SEMH issues there is support available including for those</p>	<p>Disadvantaged students who have SEMH/Medical issues are offered support</p>	<p>Medical Health Lead has ensured students with low attendance have a contact.</p>

<p>whos full attendance is affected by medical and SEMH issues. This support should be equally available and accessible to disadvantaged children.</p>	<p>opportunities and are referred as appropriate within school or outside. Attendance of disadvantaged SEMH/Medical students is monitored and families are fully supported.</p>	<p>Home visits were undertaken were appropriate. Regular liaison with other settings as appropriate. Where students are returning to school after low absence, a graduated return is used successfully.</p>
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Service pupil premium funding

How our service pupil premium allocation was spent last academic year

The Service Pupil Premium Funding is put towards funding the learning mentors in the Key Stage 3 and 4 offices so that we can provide effective pastoral support. Service children have access to these learning mentors. We have a linked learning mentor for each pupil premium student.