

# Pupil premium strategy statement – Fort Pitt Grammar School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school 7 to 13	988
Proportion (%) of pupil premium eligible pupils	14%
Number of pupils in school 7 to 11	748
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2024 to August 2027
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Salena Hirons
Pupil premium lead	David Reader
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,570
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133,570

# Part A: Pupil premium strategy plan

## Statement of intent

Fort Pitt Grammar School is a selective school in Medway. Our students are high attainers on entry in year 7 and in terms of academic ability represent the top 20% of learners in England. 13.4% of the population in Medway were classified as income deprived in 2019 and Medway is placed 103 out of 316 in terms of most income deprived local authorities in England.

The percentage of pupils eligible for Pupil Premium funding is:

Year	Percentage of Pupil Premium Students
7	16%
8	11%
9	20%
10	15%
11	17%

At Fort Pitt Grammar School our intention is to secure the highest possible pastoral, academic and wellbeing support for all students irrespective of their socio-economic background. The learning and development of our students are underpinned by the Fort Pitt Values:

- Successful
- Respectful
- Aspirational
- Resilience
- Collaborative

The values are embedded across the curriculum and in wider aspects of school life. Through quality first teaching and support, all students regardless of socio-economic background, should have access to the full curriculum, the full network of support and the full range of extra-curricular opportunities in order to fulfil their potential, achieve their aspirations and prepare themselves for further education and employment.

Learning at Fort Pitt Grammar school is based on inclusivity and is underpinned by the Fort Pitt 6 approach to Quality First Teaching:

- Challenge
- Explanation
- Modelling
- Deliberate Practice
- Differentiated Questioning
- Feedback

All staff are trained through a professional development programme that ensures that they deliver high quality teaching to all of their students. As a result of the high academic ability of the students at Fort Pitt Grammar School, the attainment gap between disadvantaged and non-disadvantaged students at GCSE is nowhere near as wide as in other settings. In 2023, Year 11 students on the pupil premium register significantly outperformed non-pupil premium

students in both overall attainment and progress measures at GCSE. This is as a result of the impact of the high quality of teaching and learning provided at Fort Pitt Grammar School. **(Please note that 2024 GCSE Progress 8 and Attainment 8 scores have not been validated a date of publication of report).**

	P8 Score	A8 Score
Disadvantaged Pupils	+1.25 (significantly above average)	69.6
Non- Disadvantaged Pupils	+0.55 (well above average)	63.2

However, there is no room for complacency and through close tracking of all our learners and the key groups of learners including SEND, Pupil Premium and EAL, staff are able to see potential gaps in progress and attainment, and address these as necessary from an early stage.

We have identified some of the key barriers to successful learning that disadvantage students may face at our school. These include:

- A lack of financial support at home for equipment, uniform, resources and access to extra-curricular activities.
- More frequent attendance and punctuality issues.
- Lack of confidence and increased health and well-being issues which can directly impact on the student's learning and school life.

Overcoming these barriers is at the heart of our Pupil Premium Strategy and we recognise that costs and needs will differ depending on the barrier. We do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, whole school or individuals and allocate the budget accordingly. When allocating funding we recognise that not all students receiving free school meals will be socially disadvantaged. Similarly, we recognise that not all socially disadvantaged students are registered for or qualify for free school meals. As a result, we reserve the right to allocate the Pupil Premium funding to any student, or group of students we consider to be legitimately identified as socially disadvantaged.

Our priorities are as follows:

- Ensuring that all learners receive Quality First Teaching and as a result there is no gap in progress and attainment between Pupil Premium and Non- Pupil premium student at any stage of their school life.
- Ensuring that all learners have access to and receive first class pastoral support for health and well-being.
- Ensuring that the attendance of all learners is as close to 100% as possible and that there are no gaps in attendance between Pupil Premium and Non-Pupil Premium students.
- Ensuring that all students, regardless of socio-economic backgrounds have access to the full range of extra-curricular activities and trips and that disadvantaged students are fully included in the wider aspects of school life.

To address these priorities, we will:

- Deliver a CPD programme for all staff that embeds Quality First Teaching in all lessons and ensures that staff identify, track and support the learning of all students recognising any gaps between key groups e.g. Pupil Premium, SEND, EAL.
- Rigorously track the academic performance and attendance of students to identify gaps and address these through specific interventions focused on individuals, small groups or whole year groups.
- Ensure that pastoral support for health and well-being is targeted towards those students most in need, through considered allocation of support from the Senco, the Well-Being Lead, the School Nurse and the School Counsellor.
- Attendance tracking and intervention is rigorous and focused on ensuring students access a full education in school. This will include allocation of funds to access local authority support through the Attendance Advisory Service.
- Ensure that the Pupil Premium Grant reaches the pupils that need it the most, through close tracking, clear communication with parents/carers, and to ensure the impact of the allocation is measured both in terms of learning and access to wider aspects of school life.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and Progress of PP pupils in comparison to non-PP pupils</b></p> <p><b><i>All years GCSE results closing gap in all years.</i></b></p> <p>Pupils from disadvantaged backgrounds can face a number of barriers when it comes to fulfilling their academic potential. The impact of financial deprivation, social deprivation and/or issues arising from their home life can have a significant effect on their ability to perform at their expected levels.</p> <p>The school has, through quality first teaching, ensured that Pupil Premium Students have outperformed Non-Pupil Premium students by the end of Key Stage 4.</p> <p>However, the school is mindful of complacency and has identified the need to address the following gaps.</p>

**End of Academic Year 2022-24**

**Year 7** – The average expected progress of PP pupils exceeded that of Non-PP Pupils. Though the average for above expected progress was higher in Non-PP Pupils.

**Year 8** - The average of expected progress of PP pupils exceeded that of Non-PP Pupils. Though the average for above expected progress was high in Non-PP Pupils.

**Year 9** - The average of expected progress of PP pupils exceeded that of Non-PP Pupils. Though the average for above expected progress was high in Non-PP Pupils. The average below expected progress was higher for PP pupils.

**Year 10** – The expected progress and attainment of PP students was lower than that of Non-PP

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**Attendance of PP pupils in comparison to non-PP pupils**

Pupils from disadvantaged back grounds can face attendance issues for a variety of reasons. The school closely monitors the attendance patterns of all individuals and key group, improving procedures to address persistent absences and absences due to mental and physical health concerns.

During the academic year 2022-23, the following gaps were identified in each year group.

Year	PP Attendance %	Non-PP Attendance %	PP National Attendance %
All	90.3	94.0	85.4
7	90.4	96.3	89.0
8	92.3	94.7	86.2
9	86.9	95.0	84.5
10	90.1	94.2	83.5
11	91.4	89.0*	82.8

\* Includes absence for study leave during exams

The overall attendance of pupil premium students in school exceeds national standards.

3	<p><b>Supporting the social and emotional well-being of students</b></p> <p>The school has seen a dramatic increase in the number of safeguarding referrals, referrals for mental health concerns and cases of anxiety. The effects of the pandemic and lockdown continue to have an impact on a number of students. As a result of this, there has been a significant increase in referrals made to the Pastoral and Student Well-Being Team and also to outside agencies. These challenges particularly affect those students considered to be either socially or financially deprived. The challenge is to ensure all students have access to the most appropriate pastoral support, with those most in need receiving a high level of support through considered and effective allocation of the Pupil Premium Grant.</p>
4	<p><b>Supporting pupils identified as socio-economically deprived to ensure inclusion in wider aspects of school life.</b></p> <p>Socio-economic deprivation means that some families cannot afford key basics such as uniform, equipment, technology to support learning and connectivity. Likewise, this will potentially restrict students from participating in extra-curricular activities such as clubs, sports, music lessons, trips and visits. The challenge is to ensure that all students have equal access to all aspects of the wider school curriculum and that socio-economic deprivations does not present a barrier to students' involvement, ensuring inclusivity for all.</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
<p>To ensure that there is no-gap in attainment or progress between disadvantaged pupils and non-disadvantaged pupils in all key stages.</p>	<p><b>Short Term – July 2025</b></p> <ul style="list-style-type: none"> <li>• Ensure subject leads have a sharp focus on the progress and attainment of key groups and can report on these as and when required.</li> <li>• Staff to be able to identify disadvantaged students in their classes and track learning and progress in lessons and provide interventions when required.</li> <li>• The gap in <b>Above Expected Progress</b> at key stage 3 between Pupil Premium and Non-Pupil Premium pupils has narrowed.</li> <li>• HODs identify gaps in progress and address these in time for the next stages.</li> </ul> <p><b>Medium Term – July 2026</b></p> <ul style="list-style-type: none"> <li>• Intervention sessions planned and delivered to support students across a range of key groups.</li> <li>• The gap in progress and attainment between Non-Pupil Premium and Pupil Premium pupils in key stage 4 has narrowed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Impact of HODs analysis in is measured with positive results.</li> <li>• Whole staff CPD on Challenge measured for impact through observations and feedback.</li> </ul> <p><b>Long term – July 2027</b></p> <ul style="list-style-type: none"> <li>• There is no gap in progress and achievement between Non-Pupil Premium and Pupil Premium students in any key stage.</li> <li>• There is no gap in progress or attainment between Pupil Premium and Non-Pupil Premium students at GCSE with progress and attainment levels in both groups remaining high.</li> </ul>
<p>For the attendance of Pupil Premium pupils to be no lower the attendance of non- Pupil Premium pupils. For attendance to be above national averages (96%) and persistent absences to drop below current values.</p>	<p><b>Short Term – Terms 1 and 2 – December 2024</b></p> <ul style="list-style-type: none"> <li>• New attendance policy in place, updated guidelines regarding unauthorised absences and collaboration with Medway to ensure consistency in attendance strategies.</li> <li>• Improving trends in attendance of pupil premium students.</li> </ul> <p><b>Medium Term – July 2025</b></p> <ul style="list-style-type: none"> <li>• The gap between PP and Non-PP attendance has narrowed and is not significant.</li> <li>• School attendance at 96% or above.</li> <li>• Reduction in persistent absence.</li> </ul> <p><b>Long Term – July 2026</b></p> <ul style="list-style-type: none"> <li>• PP pupil's attendance in line with all student's attendance.</li> <li>• All attendance figures above average.</li> <li>• Persistent absence below 10%</li> </ul>
<p>Maintain and improve high levels of wellbeing and resilience amongst all pupils through the effective allocation of pastoral, well-being and SENCO support.</p>	<p><b>Short Term – Term 2 – December 2024</b></p> <ul style="list-style-type: none"> <li>• Allocation of pastoral and well-being support effectively tracked through C-POMs, out of lesson tracker and feedback from all stakeholders.</li> <li>• Allocation of meetings with school nurse and feedback from sessions to be positive.</li> <li>• Allocation of new school counsellor to support students.</li> </ul> <p><b>Medium Term – July 2025</b></p> <ul style="list-style-type: none"> <li>• Improvement in the attainment, attendance and well-being of key students currently supported by The Hub/ Well-Being Centre.</li> <li>• Reduction in referrals to The Hub for well-being concerns.</li> </ul>

	<p><b>Long Term – July 2026</b></p> <ul style="list-style-type: none"> <li>• Significant drop in referrals to well-being support and external agencies.</li> <li>• Student voice to show the impact of the well-being strategy.</li> <li>• No student group to be overrepresented in health and well-being concerns as logged on C-POMs</li> </ul>
<p>Financial support to be allocated to the pupils who require it the most. The allocation and impact of financial support to tracked and measured with adjustments made in light of outcomes.</p>	<p><b>Short Term – Term 2 – December 2024</b></p> <ul style="list-style-type: none"> <li>• Update to trips and visits procedures to ensure all PP pupils have access to and are aware of access to financial support for trips and visits.</li> <li>• Tracking system for Extra-curricular clubs, intervention sessions and trips and visits in place to ensure impact can be measured.</li> <li>• No significant difference between the number of PP pupils and Non-PP pupils attending extra-curricular activities.</li> </ul> <p><b>Medium Term – July 2025</b></p> <ul style="list-style-type: none"> <li>• Evaluation of intervention programme to show no gap in attendance between PP pupils and non-PP pupils.</li> <li>• Review of extra-curricular programme to ensure inclusivity, positive impact on cultural capital and affordability for all.</li> </ul> <p><b>Long Term – July 2026</b></p> <ul style="list-style-type: none"> <li>• Student voice to identify next steps in developing trips, visits and extra-curricular provision.</li> <li>• Evaluation of spending to ensure impact and inclusivity.</li> <li>• Impact of interventions to be measured against attainment and progress, showing positive outcomes.</li> </ul>



## 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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training to support challenge and embed quality first, inclusive teaching for all.	CPD opportunities provided for all staff in school sessions and through access to <b>The National College</b> online training site. <b>EEF 1.1 – Developing high quality teaching, assessment and curriculum which respond to the needs of pupils.</b>	1
Academic mentoring and coaching for students in preparation for external examinations.	Mentoring for all students in Year 11 to support academic studies and revision strategies. <b>EEF 1.3 – Mentoring and Coaching</b>	1
Enhanced tracking of student academic progress to narrow gaps in performance in key groups.	Introduction of Edu-Link to support staff planning and student home-learning and record and track progress and behaviour management for all students. FFT to support tracking of progress and attainment. 4-Matrix to support subjects leads and SENCO in analysing gaps in performance. <b>EEF 1.5 – Technology to support teaching and learning</b>	1
Supporting the well-being of students and providing mental health support through the appointment of a Well-Being Lead.	Targeted support for students with mental health concerns through specialist support from the Well-Being lead and SENCO, tracking progress and narrowing the gap in attainment and attendance. <b>EEF 1.4 – Recruitment and Retention of teaching and support staff.</b>	3
Further developing the reading strategy and improving the oracy, confidence and critical thinking of all students,	Analysis of reading identities in all year groups identifying trends in reading and attainment, offering support across all subjects with wider reading. Led by	1 and 3

especially for students from socially disadvantage backgrounds.	<p>newly appointed Associate AHT <b>EEF 1.5 – Technology to support teaching and learning and EEF 2.1- Interventions to support language development, literacy, and numeracy and EEF 1.4</b></p> <p>Use of <b>Votes for Schools</b> to support students understanding of wider social and cultural issues. <b>EEF 1.5 – Technology to support teaching and learning</b></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £103,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention sessions across years 11 and 13 and other year groups as necessary.	Intensive individual support, either one-to-one or as a small group can support pupil learning. This is most likely to be impactful if explicitly linked with specific lessons. <b>EEF 2.4 – One-to-one and small group tuition. EEF 3.4 - Extended school time encompasses purposeful changes to the school day or the school calendar.</b>	1
Academic Mentoring in year 11 and 13.	Working with individuals and small groups on approaches to revision and study is extremely beneficial, especially to students considered to be socially disadvantaged. <b>EEF 2.4 – One-to-one and small group tuition and EEF 1.3 – Mentoring and Coaching</b>	1
Tracking by subject leads to ensure gaps are identified and support and interventions are actioned.	Subject Leaders with a good understanding of the progress data in their subject will set meaningful and impactful interventions. <b>EEF 1.5 – Technology to support teaching and learning</b>	1
SENCO assistant	The support of the assistant SENCO positively impacts on the needs of disadvantaged SEND students through the LTPs. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive	1 and 3

	strategies, scaffolding, flexible grouping, and the targeted use of technology. <b>EEF- 2.2 Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated attendance strategies focused on reducing PA and removing gaps in attendance patterns. Subscription to Medway Attendance Advisory Practitioner and FFT attendance tracker.	Understanding the barriers, such as mental health concerns, to accessing education and removing these as outlined in the DFEs guidance <b>Working Together to Improve School Attendance</b> .  Tracking attendance patterns and absence from lessons to understand the impact of lost learning. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. <b>EEF – 3.2</b>	<b>2 and 3</b>
Appointment of Well-Being Lead to support the pastoral team in improving well-being across all year groups. This includes any training required for the pastoral team. New School Counsellor employed to support students most in need of support.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. <b>EEF – 3.1</b>	<b>3</b>
Ensuring that all students can access and attend <b>all</b> trips and visits throughout the academic year regardless of financial barriers. Updated trips and visits policy and enhanced tracking of PP funding for students.	Educational visits are an important part of education in its own right and should enhance learning for all students. <b>EEF – 3.3</b>	<b>4</b>

<p>Ensuring that all Extra-Curricular clubs and activities are inclusive and offer a range of activities and opportunities to enhance learning and wider experiences.</p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. <b>EEF – 3.3 and 3.4</b></p>	<p><b>4</b></p>
<p>Subsistence assistance to assist students in key areas such as: Clothing, equipment required for academic studies, food provision such as Breakfast Club.</p>	<p>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. This proved successful last academic year with the provision of toast in the Well-Being Hub <b>EEF – 3.5</b></p>	<p><b>4</b></p>
<p>Contingency fund for acute issues.</p>	<p>We are aware that the cost of living crisis affects families in unexpected ways. With this in mind we set aside a small amount to respond quickly to needs that have not yet been identified. For example, supporting families with cost of living expenses.</p>	<p><b>4</b></p>

**Total budgeted cost: £133,570**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the outcomes of our disadvantaged pupils for the academic year 2022/23 and 2023/24 focusing on the following areas:

- Ofsted Inspection 4/5 October 2022
- Public examination results
- Internal assessments
- Attendance
- Quality assurance process throughout the year (Work scrutiny and lesson observations)
- Attendance at extra-curricular activities including trips and visits.
- Pastoral and well-being support

As part of the Ofsted Inspection (**4<sup>th</sup>/5<sup>th</sup> October 2022**), provision for disadvantaged pupils and SEND pupils was scrutinised in depth. The Lead Inspector reported “***The well-established curriculum inspires pupils and students. Pupils know that staff want them to excel, and they thrive on rising to that challenge. Consequently, all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve as strongly as their peers.***” This supports the inclusive, quality first approach taken by the school. Highly effective intervention session run by subjects supported the outcomes.

#### **Attainment and Progress GCSE Examinations 2023 (2024 GCSE results not year validated for progress.**

The latest GCSE results show that disadvantaged students at Fort Pitt outperform non-disadvantaged pupils in both overall attainment and progress. 100% of disadvantaged students were entered for the EBACC, which is significantly above national and regional averages. Overall 82% of students were entered for the EBACC.

2023-24	P8 Score	A8 Score
Disadvantaged Pupils	+1.25 (significantly above average)	69.6
Non- Disadvantaged Pupils	+0.55 (well above average)	63.2

2024-25	P8 Score	A8 Score
Disadvantaged Pupils		
Non- Disadvantaged Pupils		

## **Attainment and Progress Years 7 to 10**

Across the year groups, the percentage of disadvantaged pupils making expected progress exceeded that of non-disadvantaged pupils. However, the percentage making above expected progress was lower for disadvantaged pupils, though the gap is small. This supports the quality first strategy on challenge in lessons to be implemented this academic year.

## **Attendance**

The average percentage attendance for disadvantaged pupils was lower than non-disadvantaged, with the gap narrowing as the year progressed. The improving trend in attendance was supported by the effectiveness of the new Well Being Centre and The Hub Pastoral Team working alongside the attendance officer. The aim this year is to eliminate the gap in attendance in all year groups.

## **Quality Assurance**

Lesson observations and scrutiny of pupils' work conducted throughout the year indicated no overall difference in the quality of work produced by non-pupil premium and pupil premium pupils or the levels of challenge offered to these pupils.

## **Wider Strategies including extra-curricular and trips and visits**

Post- pandemic the school has now significantly increased the range of extra-curricular activities and trips on offer to all students. The process ensures that all disadvantaged students are offered financial support to participate in these events. The tracking of attendance at extra-curricular activities highlighted that there was no gap in attendance between pupil premium and non-pupil premium students.

Ofsted noted that ***“The promotion of pupils’ personal development is exemplary. Leaders have woven this through assemblies, tutor time and extra-curricular activities, as well as lessons.”*** Inclusivity and quality first provision remains a priority going forward, whilst tracking and monitoring the impact this has on disadvantaged pupils.

## **Wellbeing and Pastoral Support**

The establishment of The Hub as a new pastoral and well-being support area has had a significant impact on the well-being and mental health of students from all key groups. Post-COVID, the number of referrals regarding mental health concerns has increased significantly and the expansion of the pastoral team has ensured that each case is considered and supported effectively, monitored through the CPOMs system.

Our evaluation of the approaches delivered last academic year have highlighted the following areas to address in this academic year:

- Maintain the levels of attainment for Pupil Premium pupils in line with Non-Pupil Premium.

- Reduce the gaps in attendance between Pupil Premium and Non-Pupil Premium pupils. Reducing the overall levels of persistent absence.
- Track, monitor and evaluate the participation of Pupil Premium pupils in extra-curricular activities more closely and measure the impact of this involvement.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*