

SOUTH WILTS GRAMMAR SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT 2024-2027

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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW

Detail	Data
School name	South Wilts Grammar School
Number of pupils in school	1202
Number of students in Years 7-11	800
Proportion (%) of pupil premium eligible pupils	Total PP Y7-11 is 130, 16.25%. Service = 84, 10.50% Ever 6 Service = 24, 3.00% Ever 6 FSM = 1, 0.13% FSM = 21, 2.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Dr A J Smith
Pupil premium lead	Mr J Lean
Governor / Trustee lead	Ms E Niccals

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year - Deprivation Pupil Premium £21,375 - Service Child in Education Premium £42,750 - Previously Looked After Child Premium £2,659	£66,784
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£66,784

STATEMENT OF INTENT

At South Wilts Grammar School, our mission is to ensure that every child, irrespective of their background or barriers to learning, is empowered to achieve their full potential. We recognize that socio-economic disadvantage can create challenges that affect educational outcomes, and we are committed to addressing these challenges through strategic use of the Pupil Premium funding. As a grammar school, we are uniquely positioned to nurture the talents of all students, including those who are eligible for Pupil Premium funding, helping them to thrive in an academically rigorous environment.

Our strategy is rooted in:

1. **Equity and Inclusion:** Ensuring that all students, including those from disadvantaged backgrounds, have access to high-quality teaching, targeted support, and enriching experiences;
2. **Excellence for all:** Cultivating a culture of ambition and resilience where every student is encouraged and supported to excel academically, socially, and personally;
3. **Evidence-Based Practices:** Employing proven, research-driven strategies to deliver impactful interventions that close attainment gaps and promote long-term success.

Through our Pupil Premium Strategy, we aim to:

- Ensure disadvantaged pupils achieve exceptional academic outcomes that match or exceed national expectations and are in line with their peers;
- Promote holistic well-being, engagement, and participation across the full spectrum of school life, including leadership opportunities and enrichment programs;
- Support pupils in developing the skills, confidence, and resilience to succeed in their future educational and professional pathways.

We are committed to the thoughtful and transparent use of Pupil Premium funding, continuously monitoring and evaluating our practices to ensure that they are effective, sustainable, and aligned with our vision. By working in partnership with students, parents, staff, and the wider community, we strive to empower every student to realise their full potential. We will rigorously evaluate the impact of our strategy to ensure the funding delivers meaningful and measurable outcomes.

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

Challenge Number	Details of Challenge
1	Attendance
2	Parental and community engagement
3	Access to and engagement in extracurricular provision
4	Lack of confidence, resilience and independent study skills
5	Consistency of approach across all subject areas
6	Financial constraints
7	Understanding individual needs of students

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
There will be no significant difference in outcomes for students in receipt of pupil premium.	GCSE and A level data shows no significant difference between students in receipt of Deprivation Pupil Premium and those not.
Disadvantaged students have equal and equitable access to extracurricular activities. All students are exposed to a breadth of experiences that enable them to extend, develop and contextualise their learning.	Ensure every PP student has access to culturally significant co-curricular events. (e.g. 1 off site culturally significant trip a year.) All PP students to attend at least one club on a regular basis. Aim for participation in music tuition, sporting activities and DofE is in equivalent for non-PP students.
Detailed analysis of PP student progress data throughout the year to identify where interventions and support might be needed. A particular focus will be needed on PP students who also have a SEND.	Maintaining a positive progress 8 score for PP students and closing any gap in attainment between PP and non-PP students Reports and progress data do not show any significant difference between the whole cohort and Pupil Premium students. Where there is difference, there will be a monitored intervention in place.
Students develop and build on their resilience more successfully and utilise strategies and procedures for support with mental health effectively	Individual, tailored support for students in need continues to support students Overall, improved emotional wellbeing and ability to cope with pressures at school or home. Develop whole school systems to build resilience (e.g. Live Well programme) Create opportunities for individual disadvantaged students to represent the school in a wide range of activities.
Increased numbers of applications from disadvantaged students in Year 7 and 12.	Application and acceptance of disadvantaged students and those from lower IDACI schools increasing year on year.
There will be no significant difference in attendance for students in receipt of pupil premium.	Attendance records for PP students are at least in line with non-PP students. Where there is difference, there will be a monitored intervention in place. Targeted support and interventions in place for PP students whose attendance is cause for concern Use proactive mechanisms to anticipate and remove barriers to attendance

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)
BUDGETED COST: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD to enable school staff to meet the needs of students	The Education Endowment Foundation say “The pupil premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups:” ¹ ‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.’ (EEF, 2021) ¹	4,5,7
Development and implementation of a whole school literacy and reading policy.	The EEF have highlighted the ‘literacy gap’ as a clear barrier facing students. Ricketts, Sperring and Nation have demonstrated that students who cannot read, write and communicate effectively are highly unlikely to access the curriculum. ²	4,5,7

¹ [The EEF Guide to the Pupil Premium | Education Endowment Foundation](#)

² [Ricketts, J., Sperring, R. and Nation, K. \(2014\). Educational attainment in poor comprehenders. Frontiers in Psychology, 5. p. 445. DOI: 10.3389/fpsyg.2014.00445](#)

TARGETED ACADEMIC SUPPORT (E.G. TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)

BUDGETED COST: £15,000

Activity	Evidence that supports that approach	Challenge number(s) addressed
Mentor sessions (one- to- one and small groups) and Flexible Learning Space (FLS)	The FLS is a designated space for bespoke students to receive mentoring and a quiet workspace. Students are given a plan and targets to achieve and are monitored. This helps to provide 'conditions for learning behaviours to develop by ensuring students can access the curriculum' ³ Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school. There is a perceived benefit of up to five months. ^{4 5}	1, 4, 5, 7
Automatic provision of revision resources as well as appropriate signposting for KS4 students to mitigate financial barriers		6,7
Support to provide a laptop, where necessary, when a student is FSMEver6, as well as on our SEND register at KS4	EEF have highlighted the importance of use of technology as a high-quality teaching tool for pupils with SEND ⁶	4,5,6,7
Targeted careers guidance	60% of research studies cited by EEF shows positive outcomes in educational outcomes ⁷ As Rowland has stated, 'pupils should have excellent careers education and be involved in meaningful enrichment opportunities. High quality careers education should not rely on personal networks or social capital.' ⁸	3,4,7

³ [Improving Behaviour in Schools | EEF](#)

⁴ [Peer tutoring | EEF](#)

⁵ [Metacognition and self-regulation | EEF](#)

⁶ [Special Educational Needs in Mainstream Schools | EEF](#)

⁷ [SYM873648 Careers-Education-Infographic](#)

⁸ [Addressing educational disadvantage: from... | Unity Research School](#)

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, ACADEMIC PERFORMANCE, WELLBEING)
BUDGETED COST: £46,784

ACTIVITY	EVIDENCE THAT SUPPORTS THIS APPROACH	CHALLENGE NUMBER(S) ADDRESSED
Ensure all students are equipped to access the full curriculum (kit, ingredients etc)	To remove financial barriers and help with parental engagement ⁹	2,3,4,6,7
Monitoring of attendance and strong communication with home	The EEF highlight the importance of communication as well as a sense of belonging, echoed in the November 2024 DFE PP webinar. ¹⁰	1,2,7
Extracurricular offer reviewed regularly to ensure provision is catering for a wide range of students. Evaluation of evidence to identify barriers for disadvantaged students.	The EEF have highlighted the importance of arts and sports participation in improving student achievement. Arts is shown to have a moderate impact of +3 months (EEF, 2021) ¹¹ . Clubs such as debating facilitate literacy and oracy for students, and other clubs provide the ability to participate in a team, or to develop personal skills of communication and self-regulation. The EEF has shown that oracy has a +6-progress impact (EEF,2021) ¹²	1, 3,4,7
Supporting students' mental health and wellbeing via the pastoral teams. Use of school pastoral support services, where appropriate.	As stated by the EEF 'an existing pastoral system might be a good place to start to proactively support your pupils to respond well to influences in and out of school that could affect their behaviour.' ³ Additionally, 'research on ACEs demonstrates that being exposed to four or more significant adverse experiences tends to affect children and teenagers' behaviour as well as their physical and mental health, both immediately and throughout their lives. This is a relatively new field of research, and it appears that interventions can reduce the harmful effects, but more research is needed to understand the most useful ways of applying this knowledge to support children and young people in schools.' ¹⁴	1,4,7

- 9 [Parental engagement | EEF](#)
- 10 [Communicate effectively with families | EEF](#)
- 11 [Arts participation | EEF](#)
- 12 [Oral language interventions | EEF](#)
- 14 [Addressing adverse childhood experiences: implications for professional practice | British Journal of General Practice](#)

Total budgeted cost: £ £66,784

PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

Outcomes for disadvantaged pupils

There were 5 students in receipt of Disadvantaged Pupil Premium in 2024-2025 in Year 11.

Student Outcomes – KS4 2025

The progress of Year 11 DA students was positive for A8.

There were 21 PP students in Year 11 (11 Services and FSM)

	A8	P8	Average number of GCSE entries per student	Entering EBacc (%)	Achieving English and Maths at grade 5+
Disadvantaged PP	79.6	n/a	10.0	60	100
Service PP	72.3	n/a	10.1	43.8	100
National Data for all schools in England	45.9	n/a	6.1	40.5	45.2
Wiltshire (LA) benchmark	36.5	n/a	6.1	21.5	40.3
Whole Cohort (155)	77.4	n/a	10	56.1	99

Year Group	Number of students in receipt of funding		Average % attendance of PP students		Whole Year Group Attendance
	Disadvantaged	Service	Disadvantaged	Service	
7	6	21	97.6	97.5	96.6
8	2	19	95.2	97.6	95.6
9	9	20	96.5	96.3	95.9
10	6	16	97.4	96.3	95.0
11	7	11	96.8	97.0	94.8

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
Pupil and Service Premium Familiarisation Portals	Frog Education Atom Learning