

## Pupil Premium Strategy Statement

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
School name	Invicta Grammar School
Number of pupils in school	1622
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs Van Beales
Pupil premium lead	Mrs Bridget LeSbirel
Governor / Trustee lead	Mrs Julia Smith and Mrs Sugandree Chavda

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,157
Recovery premium funding allocation this academic year	£25,392
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0



INVICTA GRAMMAR  
SCHOOL

<p><b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£101,549.00</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

Invicta Grammar School is a high achieving and successful secondary school where all members of the school community are committed to providing the very best education possible. We know young people learn best when they feel valued and this is evident throughout our school; whether this is in the classroom or through extracurricular and Broadening Horizons programme. We work as a team and are dedicated to working with all our stakeholders; students, parents, governors and our wider community.

Our aim is to improve the academic outcomes of disadvantaged students of all abilities as well as ensuring that their attainment is in line with that of their peers. We invest our allocated Pupil Premium allowance on the quality of teaching and learning, educational resources and personal development opportunities as we believe as a school, that these matter most. The quality of education that we provide our students is the biggest driver when we consider the impact of pupil attainment. However, we know that targeted support undoubtedly has its place and we provide this through our inclusive approach to pastoral support, provision of resources and encouragement to students to engage in wider experiences such as providing peripatetic lessons and support students in accessing opportunities to enrich their culture capital.

The training that our staff receive is of the highest quality and the CPD for all our staff is rigorous and impactful. We work very closely with our parents/carers to reflect our setting of high expectations and continually ensuring that children remain safe, secure and are happy. We do this by providing high quality teaching, supplemented by interventions for all students including specific targeted interventions for Pupil Premium students, as well as targeting the more-able disadvantaged students. We support our Serviced Pupil Premium students in developing and strengthening bonds with peers and accessing opportunities for personal development. We look for individual ways to support each student to achieve their very best.

## Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students can be lower than that of non-disadvantaged students in all year groups. Keeping this as a high priority enables us to overcome this challenge.
2	The attainment and progress of disadvantaged students at the end of KS4 can sometimes be lower than non-disadvantaged students.
3	We have found some disadvantaged students have low aspirations and do not participate in as wide a range of extracurricular and personal development opportunities as non-disadvantaged students.
4	The impact of school closures in 2020 and 2021 due to the pandemic, alongside individuals' self-isolation has widened some gaps in some disadvantaged students' learning and increased social, emotional and mental health concerns.
5	Some disadvantaged students have lower rates of literacy which, we have found, provides a barrier to accessing the curriculum and to their progress.

## 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
Continued improved attendance of disadvantaged students.	PPM student attendance improved to ensure all students achieve a minimum of 97% + attendance.
Improved attainment and progress of disadvantaged students at GCSE.	<ul style="list-style-type: none"> <li>All disadvantaged students will have full access to resources and revision support will be prioritised for them throughout KS3 &amp; KS4.</li> <li>Teachers will prioritise disadvantaged students while providing feedback and follow up actions to ensure that the students make rapid progress.</li> <li>All departments design their Scheme of Work with disadvantaged students in mind, ensuring that strategies are employed to</li> </ul>



	<p>enable the students to have full access to the curriculum.</p> <ul style="list-style-type: none"><li>• PPM Ambassadors across all departments will fulfil their role in identifying underperformance and recording interventions on the PPM Provision Map.</li><li>• There will be no Progress 8 gap between disadvantaged and non-disadvantaged students.</li></ul>
<p>Disadvantaged students will have high aspirations and will experience a wide range of extra-curricular and personal development opportunities.</p>	<ul style="list-style-type: none"><li>• All student participation in Broadening Horizons and Extra Curricular Clubs is recorded in order to monitor and track engagement.</li><li>• Prioritise careers advice provided to disadvantaged students, supporting them in making subject options.</li><li>• No disadvantaged students will leave the school not in employment, education or training.</li></ul>
<p>The impact of COVID on disadvantaged students' learning and wellbeing will be minimised.</p>	<ul style="list-style-type: none"><li>• Gaps in disadvantaged students' learning caused by school closures will be identified and catch-up plans will be implemented.</li><li>• Parental engagement in consultation evenings will be equal for disadvantaged and non-disadvantaged students.</li><li>• Counselling support put in place as necessary and records kept on the PPM Provision Map by Head of Year.</li></ul>
<p>Improved literacy levels of disadvantaged students.</p>	<ul style="list-style-type: none"><li>• A whole school Reading Strategy is embedded across all departments.</li><li>• Learning Mentor support is provided at KS3 to encourage a love of reading. Support will be reflected in the PPM Provision Map.</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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD training for the explicit teaching of our reading strategy across the curriculum.	Our experience shows that raising literacy levels across all subjects supports departments in raising student attainment. The reading strategy will also aid students in raising their awareness of the world and, in turn, encourage them to raise their aspirations.	2, 4 & 5
The school CPD structure will allow staff to focus on mastery goals.	Research shows that mastery pedagogy enables all learners to meet expected outcomes. Great teaching, based on formative assessment and, in particular, good questioning and formative assessment techniques enables teachers to close the gaps between student groups within the classroom.  We will invest in training staff to hone their skills in giving timely feedback through 'live marking' with an emphasis on monitoring the progress of disadvantaged students in all lessons.	2, 4 & 5
Effective use of the PPM Ambassador role across all subjects.	This has proved to be a successful strategy to date. We are therefore keen to continue our work with our PPM Ambassadors to ensure actions are consistent across all departments.	1, 2, 4 & 5
Further development of a Teacher Toolkit for teachers to use across all subject to provide appropriate support and mentoring techniques for disadvantaged students.	Historical data has shown a marked improvement in grade 9 achievements of our disadvantaged students but students did not achieve in line with the grade 7-9 results. We will continue our focus on supporting PPM students in accessing the higher grades at GCSE and will use mentoring and other teaching strategies	2, 4 & 5



	with these students to help raise their self-esteem and self-confidence whilst also providing them with the academic support necessary to achieve the top grades.	
Invest in effective reading assessments to identify students with low reading age for timely intervention	Students in Years 7 and 8 are tested for reading age through the Accelerated Reader programme and MidYIS assessment. Students in Years 9 and 10 are assessed for their reading age twice a year via NGRT. Students with reading age lower than their chronological age will benefit from a reading intervention programme which is timely and speedily provided to enable full access to the curriculum and progress through the curriculum.	5
Implement effective recruitment and retention strategies with an investment in the wellbeing of staff	We will invest in initiatives to look after staff and students' wellbeing and develop a supportive and encouraging working environment at SST	1, 2, 3, 4, 5

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of revision resources to disadvantaged students in GCSE years to use at home.	Historically this has proved to be a fast and effective way of supporting disadvantaged in their studies where resources are not available in the home.	2 & 5
Creating a reading culture in the school.	We have recognised the benefits of improving literacy levels across the school over a number of years. The profile of reading is kept high in all school activities including assemblies, tutor time, lessons, Personal Opportunities Programme and various home-school communications.	2, 3 & 5
One to one tuition from our Learning Mentors for specific students when a need is identified.	We have had team of Learning Mentors whose work is invaluable for those students who need support with a range of study skills. The team also support students with	2, 3, 4 & 5



	behaviour for learning which will have huge benefits especially after the experiences and impact of school closure on some disadvantaged students.	
Coaching and Wellbeing support	We have been developing a culture of coaching across the school at both staff and student level. Providing support to encourage disadvantaged to take a different approach to their studies and wider life experiences has proven to be successful. The Student Coaching programme and the Wellbeing initiatives which have attracted attendance from many students have proved invaluable.	2, 3, 4
One to one and small group intervention	We deliberately overstaff in a number of core subjects to build capacity for COVID catch up tutoring and one to one and small group support where necessary	4, 5

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Audit of disadvantaged students' participation in extracurricular activities.	The Broadening Horizons programme and extra-curricular clubs offers opportunities for students to learn the value of teamwork, individual and group responsibility, endurance, diversity and a sense of community. They reinforce what students learn in the classroom and support students in achieving a well-rounded education. We have seen a marked improvement in participation by having this as a focus. However, the pandemic impacted on what our normal offer of opportunities and we want to ensure we quickly return to pre-pandemic levels of engagement as we know this benefits our students in a multitude of ways. Auditing student engagement will enable us to keep this under constant review.	3, 4



<p>Subsidise disadvantaged students' participation in extracurricular visits.</p>	<p>As above, we know through previous experience that raising participation in wider opportunities encourages all students to develop both personally and academically. Disadvantaged students often don't engage due to financing certain activities. Heads of Year will work sensitively with these students to encourage participation.</p>	<p>2, 3, 4</p>
<p>Produce a weekly Inclusion Report highlighting attendance concerns amongst disadvantaged student groups.</p>	<p>We know that improved attendance enables students to achieve improved results. Student attainment cannot be improved where there are attendance issues. Addressing attendance concerns amongst PPM students is a key step to improve attainment.</p>	<p>1, 2</p>
<p>Provide Counselling support where necessary</p>	<p>Employing counselling services on site has enabled us to provide support for our students where external services have not been available.</p>	<p>4</p>
<p>Ongoing use and review of the PPM Provision Map</p>	<p>The PPM Provision Map was introduced to the school in 2019 and has become a valuable tool for monitoring a range of areas related to supporting disadvantaged students. This also helps us to identify gaps and to ensure these are filled appropriately.</p>	<p>1, 2, 3, 4, 5</p>
<p>Implement a Student Voice programme that reaches all students within the school community</p>	<p>This is a new initiative that has shown exciting initial success. A programme of weekly Student Voice meeting is implemented such that all students will have been met by a member of the Leadership Group. Feedback from students are speedily actioned upon and communication and rapport with between school leaders and students are strengthened.</p>	<p>1, 2, 3, 4, 5</p>
<p>Invest in building a strengthening relationships within the school community</p>	<p>This programme is implemented in all aspects of our school life – teaching and learning, pastoral support, personal development, staff training and student led initiatives. The programme will help to make students feel that they belong, develop a positive attitude towards school and encourage leadership and independence amongst all students</p>	<p>1, 2, 3, 4, 5</p>



<p>Commission external reviews for robust quality assurance</p>	<p>We continuously work on improving our practice and raise standards. We will continue to commission external reviews of our Quality of Education and Safeguarding practice and take actions following the outcome of the reviews.</p>	<p>1, 2, 3, 4, 5</p>
<p>Collaborate with other schools within the Trust and beyond to encourage the sharing of good practice and raising standards</p>	<p>We invest in and facilitate the collaboration amongst staff and students with those from other schools within the Trust and the local area to ensure that our standards are constantly reviewed and raised and that our provision is broad and of the best quality.</p> <p>The collaboration will also benefit our personal development programme as our students are given the opportunities to compete and take part in sports competitions, musical performances and super curricular activities such as lectures, careers fairs, regional and national debating competitions.</p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 105,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our whole school strategy for 2021-22 has had a good impact in addressing some of the challenges that disadvantaged students face. For example, there is evidence that the school's attendance policies have become more embedded and are having an impact on reducing the gap in attendance between disadvantaged and non-disadvantaged students. The COVID pandemic has not widened this gap although there continues to be variation with the attendance of disadvantaged students in different year groups hence we are keeping this as a key focus moving forwards.

The engagement of parents of disadvantaged students was somewhat hindered by the pandemic although the move back to face to face consultation evenings meant that we were able to build links and partnerships with parents more easily. The attainment and progress of disadvantaged students continues to be a priority. Historically the gap has been small and in some cases our disadvantaged students have flourished. However, we want to continue to make good progress here and to continue to improve the quality of teaching and learning through the implementation and embedding of consistency across departments through the use of the Teacher Toolkit and PPM Provision Map. Explicit teaching of literacy across the curriculum continues to be a priority and the launch of our new Reading Strategy this academic year will hopefully take this one step further. Prior to the pandemic we were making huge progress in providing disadvantaged students with a greater variety of extracurricular opportunities with a high proportion of disadvantaged students engaging in these activities. Financial support has been given to disadvantaged students so that they can participate in a wide variety of school trips and we will endeavour to increase this now that we are back in school. Students have also been encouraged to develop new skills through the funding of music lessons. GCSE students have been provided with appropriate revision resources to ensure they have what they need in order to be ready for internal and external assessments. PPM students have received financial support as necessary to help with their engagement in all learning and personal development opportunities as we reinstated trips. A Student Liaison Co-ordinator was appointed for 2021-22 to work specifically with disadvantaged students following the impact of the pandemic for 2021-2022 but also with students with wider behaviour for learning issues.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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Therapy Partners	Counselling service for students with serious mental health issues

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service PPM students are identified on our PPM Provision Map to ensure we aim to use the funding specifically for these students. Support provided has included the following:</p> <ul style="list-style-type: none"><li>• Uniform costs</li><li>• Engagement in Broadening Horizons activities</li><li>• Engagement in Opportunities Programme</li><li>• Music lessons</li></ul>
What was the impact of that spending on service pupil premium eligible pupils?	Our service PPM students are making good progress.