

Pupil Premium 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
Number of pupils in school	1137 Y7-11; 895 Sixth Form: 244
Proportion (%) of pupil premium eligible pupils	2.8%
Academic years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	CFI
Pupil premium co-ordinator	SCO
Pupil premium trustee representative	EFR

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,651.67
Pupil premium funding carried forward from previous years	£3,793.00
Total available for this academic year	£27,444.67
Recovery premium funding allocation this academic year	£6,000.00

Part A: Pupil premium strategy plan

Statement of intent

At Tonbridge Grammar School (TGS) every student is supported to be the very best they can be, and we strongly believe that no student should be excluded from any aspect of the education and activities that we offer.

We are committed to promoting educational aspiration and supporting social mobility, making a positive difference to the life chances of students at and beyond the school. Our focus is to make sure that the educational experience is inclusive for all students by supporting and raising the attainment of disadvantaged pupils through their educational learning in school as well providing life opportunities through extra-curricular activities. Decisions on pupil premium spending takes account of the School's context and the opportunities it offers as part of the TGS Experience.

The main aims for students in receipt of the pupil premium grant are to:

- achieve the best that they can, with their attainment and progress at least in line with other students;
- fully participate in the life of the school.

TGS meets these aims through our [pupil premium promise](#) which supports students with the cost of essential school clothing and equipment, books, music lessons, the loan of IT equipment, essential school trips, residential trips in Years 7 & 9, careers advice and booster classes (where appropriate). It also pays a contribution towards one international visit.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining attainment and progress at least in line with other students
2	Maintaining attendance levels in line with non-disadvantaged students
3	Promoting involvement in extracurricular activities including camps and access to learning a musical instrument
4	Enabling equal access to IT
5	Promoting social mobility in the school and wider community by supporting access to grammar school and ensuring support for future pathways

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
To deliver high quality teaching and learning that reduces the attainment and progress gaps between disadvantaged students and their non-disadvantaged peers.	Lesson observations provide evidence of the use of high impact approaches that successfully support the progress of disadvantaged students and their peers.
Attainment and progress among disadvantaged students across the curriculum at the end of Year 11 at least in line with other students	GCSE outcomes demonstrate that the gap between advantaged and disadvantaged students has reduced significantly so that disadvantaged pupils achieve, on average, Attainment 8 and Progress 8 scores in line with their peers.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance across all year groups with: <ul style="list-style-type: none"> • No significant difference between the percentage of unauthorised absence of all students and disadvantaged students. • No significant difference between the percentage of all students who are persistently absent and the figure among disadvantaged students.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing by demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.
To ensure that the reward system is applied equally across sub-groups.	No gap between disadvantaged and non-disadvantaged students with regard to number of commendations and behaviour points received.
To ensure equal access to HE and other post 18 opportunities and increase the number of primary school pupils accessing grammar education.	All students to receive appropriate support to enable informed decisions about future careers and access to their chosen further study pathway. Increase in number of PP children accessing grammar school

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: £1,000.00 towards CPD Budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on use of data with subsequent regular review and monitoring of progress of PP to ensure all staff are aware of the students who are PP. This will provide the mechanism for every teacher to develop contextual information for each of their classes and ensure that staff quickly identify additional resources that may be required to enable access to the curriculum.	Teachers are aware of their PP students, so that early interventions can be put into place. The EEF Guide to the Pupil Premium	1
Training needs to be identified for teachers and subject leaders to explore and understand impactful interventions for underperforming students, and more support for their delivery. CDs, SG and SENCO/PP Coordinator to work with Subject Leaders provide a "TGS suite of interventions" to choose from and deliver at classroom level	Effective Professional Development (EEF)	1

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

Budgeted cost: £5,690.00 + £6,000.00 from Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring and access to a Tuition Partner for students whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1
Engaging with additional afterschool tutoring opportunities onsite through a local provider	As above	1
Providing Revision packs	Access to resources and has a direct impact on students' ability to engage with learning.	1
Providing additional support for Year 5 PP students in the wider community through the Horizons Programme	Opportunities for students to develop higher level numeracy and problem-solving skills, comprehension, literacy and verbal reasoning skills supports access to grammar school and provides the foundation for future progress.	5

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

Budgeted cost: £20,754.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting individual students with transport costs.	As some students travel from a long distance it would help keep attendance and punctuality at the expected rate.	2

<p>Providing students with laptops and other essential equipment and resource such as calculators for use in school or at home and support with printing costs.</p>	<p>As well as ensuring equal access to homework and resources outside of school, evidence suggests that digital equipment and resources can increase the speed and depth of learning and literacy, especially writing and comprehension.</p> <p>Where learners use digital learning at home as well as school for formal and non-formal learning activities these have positive effects on their attainment. This is due to the extension of their learning time. This is particularly important for secondary age learners.</p> <p>Use of technology</p> <p>Literature Review on the Impact of Digital Technology on Learning and Teaching (ioe.ac.uk)</p>	4
<p>Widening participation in activities delivered through extra-curricular clubs and cultural trips</p> <p>Support and residential trips (in Years 7 & 9).</p>	<p>Without any financial impediment, students are encouraged to attend trips that will be informative and educational. The benefits from this includes 'increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging'.</p> <p>An Unequal Playing Field (Social Mobility Commission)</p>	3
<p>Encouraging more disadvantaged students to take up a musical instrument by providing free lessons and the loan of an instrument.</p>	<p>As well as being valuable in itself, participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	3
<p>Counselling (CBT) and mentoring intervention for specific students who require support with regulating their behaviour and emotions.</p>	<p>Evidence suggests CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy (Youth Endowment Fund)</p> <p>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills</p>	2

	and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	
Embedding good practice set out in DfE guidance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Working together to improve school attendance	2
Providing access to the Duke of Edinburgh Award Scheme	Support to access activities designed to build confidence, teamwork and self-esteem and team-building. Gaining life experiences and developing communication and leadership skills. DofE-and-Pupil-Premium-2018.pdf	3
Providing all of our disadvantaged students with uniform	'If a uniform policy in place, it is important to consider how to support families who may not be able to afford uniform.' (EEF) 'The least a school can do is to ensure that the playing field is as level as it can be, creating and applying a school uniform policy with compassion so it does not heap additional anxiety onto an experience which can already be challenging. It is vital that school uniform policies do not send families deeper into poverty. For many families, the pandemic has multiplied their money worries and piled on challenges to their mental health.' (SecEd)	2
Promoting social mobility: <ul style="list-style-type: none"> • within school by providing guidance for transition and future choices • in the wider community through expanding the Horizons Programme to enable more primary PP children to access the TGS experience 	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work. Careers Education Evidence Review EEF	5

Total budgeted cost: £27,444.67 (Pupil Premium)

+ £6,000,00 (Recovery Premium)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress

There were 4 students in receipt of the pupil premium grant in Year 11 (2022/23). The data is therefore suppressed. Nevertheless, all of these students achieved five or more 9-5 Grades including English and Maths.

The introduction of Pupil Profiles (in the same format as those used by SEN students) provided teachers with more efficient access to data and suggested implementation strategies to support their students.

Disadvantaged students across all year groups were provided with additional academic support in English, maths and/or science depending on identified need. This was provided through the Right Tuition Company using the entirety of the Recovery Premium and a budgeted amount from PP funding. This was supplemented by the National Tutoring Programme funding which enabled School Led Tutoring (individual and small group) and access to remote tuition funded through a DfE Tuition Partner (Fleet Tutors). In total 459 hours of additional support was provided. In addition, revision resources were provided to all disadvantaged students.

Attendance

The wellbeing team were able to identify students with low engagement to put intervention in a timely manner including access to counselling and mentoring. Supporting individual students with transport cost has helped to maintain the attendance and punctuality rates for disadvantaged students in line with the rest of the school.

Extra-curricular Activities

Disadvantaged students have had equal access to extra-curricular activities with all Y7&8 students engaging in Action, Y7-9 in the residential camps and all Year 11 participated in the Duke of Edinburgh Award Scheme. There has been an increase in the number of disadvantaged students taking up a musical instrument.

Access to IT

Laptops were issued where required to ensure equal access to IT.

Promoting Social Mobility

Further Promotion of PP Promise and the TGS Horizons Programme has led to an increase in Supplementary Information Forms being submitted for 2024 entry and increased numbers of Year 4 and 5 pupils enrolling on the Horizons Programme.

On leaving TGS, all students in receipt of the Pupil Promise when in Year 11 and/or subsequently accessing the Sixth Form Bursary enrolled at a university course in their chosen pathway. In addition to the support whilst studying at TGS, these students received help towards university set-up costs through the Sixth Form Promise.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes, and how the pupil premium promise forms a continuum with the TGS Horizons programme and the sixth form promise.

Externally provided programmes *(non-DfE programmes that pupil premium (or recovery premium) has been used to fund)*

Programme	Provider
Booster Classes in English, Maths and Science	Right Tuition Company

Further information (optional)

The school assesses what additional provision could be made for individual students and makes the TGS pupil premium promise available to those students in receipt of the grant. Students' individual needs are taken into account, as are the parent's views on the needs of their child.

Students who are specifically in receipt of the pupil premium grant are monitored as a sub-group in terms of their academic progress, attendance and involvement with enrichment activities. Contact is made with parents/carers on a regular basis to discuss progress and review any new opportunities to support their child.

The Board of Trustees ensure that the school monitors, evaluates and reviews the success of the funding strategies in closing the gap for socially disadvantaged students across the academic year.

Our pupil premium offer extends to the wider community through our Horizons programme, offering opportunities for primary pupils to develop higher level numeracy, problem-solving, comprehension, literacy and verbal reasoning skills in preparation for grammar school. We are currently consulting on our admissions policy with a view to increase the number of places available for PP students.

Beyond the Horizon Programme we want *all* students to have equal access to all aspects of the 7-year TGS experience. The pupil premium promise therefore extends to the [TGS Sixth Form Promise](#) delivered through the 16-19 Bursary Fund, 16-19 Tuition Funding and contributions from the TGS Debney Fund. This enables every student to benefit from the full International Baccalaureate Diploma experience as a passport to future success and to fully participate in TGS school life.