

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 | 1151 (1167) Y7-11: 899 (899) Sixth Form: 252 (268) |
| Proportion (%) of pupil premium eligible pupils | |
| 1 | 2023-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | CFI |
| Pupil premium co-ordinator | SCO |
| Pupil premium trustee representative | ALE |

Funding overview

| Detail | Amount |
|---|-------------------|
| Pupil premium funding allocation this academic year | £31,870 (£28,722) |
| Pupil premium funding carried forward from previous years | £13,459 (£5,692) |
| Total available for this academic year | £45,330 (£34,414) |

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: £2,500 (£2,300) towards CPD Budget

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>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.</p> <p>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.</p> | <p>Teachers are aware of their PP students, so that early interventions can be put into place.</p> <p>The EEF Guide to the Pupil Premium</p> | 1 |
| <p>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</p> | <p>Effective Professional Development (EEF)</p> | 1 |

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

Budgeted cost: £15,000 (£8,000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engaging with local provider for after school tuition and employing an experienced maths teacher to provide school-led tutoring for students requiring support primarily in core subjects. | 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 |
| 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: £27,830 (£24,114)

| 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 |
| 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. | 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. | 4 |

| | | |
|--|---|---|
| | <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> | |
| <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 and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p> | 2 |

| | | |
|--|--|----------|
| <p>Embedding good practice set out in DfE attendance guidance</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Working together to improve school attendance</p> | <p>2</p> |
| <p>Providing access to the Duke of Edinburgh Award Scheme</p> | <p>Support to access activities designed to build confidence, teamwork and self-esteem and team-building.</p> <p>Gaining life experiences and developing communication and leadership skills.</p> <p>DofE and Pupil-Premium</p> | <p>3</p> |
| <p>Providing all of our disadvantaged students with uniform</p> | <p>‘If a uniform policy in place, it is important to consider how to support families who may not be able to afford uniform.’ (EEF)</p> <p>‘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)</p> | <p>2</p> |
| <p>Promoting social mobility:</p> <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 | <p>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.</p> <p>Careers Education Evidence Review EEF</p> | <p>5</p> |

Total budgeted cost: £45,330 (£34,414)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress

There were 8 students in receipt of the pupil premium grant in Year 11 (2024/25). 87.5% of these students achieved five or more 9-5 Grades. 100% of students achieved Grade 5 or higher in English and Maths. Half of the PP students had a TGS PP place and these achieved an average A8 score in line with the PP students who achieved the TGS cut-off score despite being projected 13 points below them.

Progress was monitored at class, subject and school level. An additional sub-group was introduced to take account of students admitted through PP places below the TGS cut-off.

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. In addition, revision resources were provided to all disadvantaged students.

PP students that continued into the sixth form and were given access to the [TGS Sixth Form Promise](#).

Attendance

The Wellbeing Team successfully identified students showing low engagement and implemented timely interventions, including access to counselling and mentoring support.

Providing financial assistance for transport has helped ensure that attendance and punctuality among disadvantaged students remains consistent with the wider school population.

Extra-Curricular Activities

Disadvantaged students have had equitable access to extra-curricular opportunities. All Year 7 and 8 students participated in Action, Years 7 to 9 attended residential camps, and every Year 11 student took part in the Duke of Edinburgh Award Scheme.

There has also been a noticeable rise in the number of disadvantaged students learning to play a musical instrument.

Access to IT

Laptops were distributed as needed to guarantee equal access to digital learning resources.

Promoting Social Mobility

Enhanced promotion of the Pupil Premium Promise and the TGS Horizons Programme has led to a rise in student admissions for September 2025.

There has also been an increase in Supplementary Information Forms submitted for 2026 entry, alongside growing participation from Year 4 and 5 pupils in the Horizons Programme.

Upon leaving TGS, all students who received the Pupil Premium Promise in Year 11 and/or accessed the Sixth Form Bursary successfully enrolled in university courses aligned with their chosen career paths. In addition to support during their time at TGS, these students received financial assistance for university setup costs through the Sixth Form Promise.

We have reviewed our strategic plan and made adjustments to how the budget will be allocated this academic year.

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

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

Further information

Targeted Support and Monitoring

The school evaluates what additional support may benefit individual students and offers the TGS Pupil Premium Promise to those eligible for the grant. Each student's unique needs are considered, alongside parental input regarding their child's requirements.

Students receiving the Pupil Premium Grant are closely monitored as a distinct group, with regular tracking of their academic progress, attendance, and participation in enrichment activities. Ongoing communication with parents and carers ensures progress is reviewed and new support opportunities are explored.

The Board of Trustees oversees the school's efforts to monitor, evaluate, and review the effectiveness of funding strategies aimed at narrowing the gap for socially disadvantaged students throughout the academic year.

Extending Opportunities to the Wider Community

Our Pupil Premium provision reaches beyond the school through the Horizons Programme, which offers primary pupils opportunities to develop advanced skills in numeracy, problem-solving, comprehension, literacy, and verbal reasoning—preparing them for grammar school entry.

To further support access, we have revised our admissions policy to increase the number of places available for Pupil Premium students from 10 to 15. Building on the success of our partnership with the Right Tuition Company, we have now joined forces with the charity AIM Kent to expand our geographical reach and streamline communication with primary schools through a unified registration process.

Ensuring Continuity Through the TGS Experience

Our commitment to equity continues beyond the Horizons Programme. We aim for all students to access the full 7-year TGS experience. The Pupil Premium Promise extends into the Sixth Form through the TGS Sixth Form Promise, supported by the 16–19 Bursary Fund and contributions from the TGS Debney Endowment Trust.

This ensures every student can fully engage with the TGS experience and participate in all aspects of school life, equipping them with a strong foundation for future success.