

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	UCGS
Number of pupils in school	827
Proportion (%) of pupil premium eligible pupils	8.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Oliver King Headteacher
Pupil premium lead	Nicola Rispoli-Hall Assistant Headteacher
Governor / Trustee lead	Neil Grayson, member of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70350 (67 students)
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70350

Part A: Pupil premium strategy plan

Statement of intent

Upton Court Grammar School's mission is to ensure all students fulfil their academic and personal aspirations and thrive as successful and engaged citizens.

To ensure students eligible for the pupil premium grant achieve this we will:

- provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum, using and applying the most effective pedagogy, supported by the use of additional, delegated funding;
- work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement;
- work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- ensure 100% of pupil premium students continue on post 16 programmes of study after completing KS4

Challenges

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

Challenge number	Detail of challenge
1	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation and independence strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
2	Statistical analysis of extracurricular engagement suggests that in KS4, pupils in receipt of the Pupil Premium are less likely to participate in extracurricular activities including seeking leadership opportunities and attending extra-curricular clubs.
3	Ensuring that all students have access to an inclusive curriculum including inclusive teaching, assessment and feedback strategies that meets student needs.
4	KS4 attainment measure by Attainment 8 indicates that Disadvantaged student's attainment is higher than their peers however they are making slightly less progress measure by Progress 8
5	Outcomes across year groups indicated a gender gap in disadvantaged students which does not exist amongst their non disadvantaged peers.

	Outcomes in year 12 indicate that female students are making less progress than male students
6	At KS4 disadvantaged students are making less progress in line with their peers in all Ebacc subjects but significantly underperforming in MFL, Humanities and Science

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 100% of our disadvantaged pupils will continue to be entered the English Baccalaureate (EBacc). Students attaining both standard and strong outcomes in the EBacc will be in line with their non-disadvantaged peers.
Improved extracurricular engagement of disadvantaged students	By the end of our current plan in 2024/2025 all disadvantaged students will have attended at least one extra curricular trip per year and will have engaged in at least one of the many leadership opportunities offered at UCGS.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and lesson observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is also supported by homework completion rates and engagement with super curricular activities across subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • Analysis of pastoral data
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • Attendance of all students is 96% with disadvantaged students' attendance in line with that of non-disadvantaged students. • Percentage of all students who are persistently absent is below 10% with persistent absence amongst disadvantaged students in line with non-disadvantaged students.

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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD to secure a school wide understanding of how disadvantage impacts student learning and broader experiences in school. See school life through the lens of disadvantaged pupils and their families. This is important, irrespective of the numbers of disadvantaged pupils in the school	High-quality CPD has a greater effect on pupil attainment than interventions such as performance-related teacher pay or introducing longer school days. CPD is understood as a process for supporting pupil progress and wellbeing. CPD engages with and builds upon teachers' aspirations for their pupils. Research reveals CPD's impact on student outcomes (sec-ed.co.uk)	1,2,4
All teachers and Teaching assistants trained to deliver quality lessons and learning assess pupils through induction, ongoing training and support both within school, through targeted examination board CPD, curriculum design CPD and Pioneering pedagogy in addition to leadership development programmes (UCL)	Leaders of successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf	1,2,4
Developing metacognitive and self-regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more	1,5

This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 4, 5
Progress attainment tracking 4 Matrix attainment and tracking membership. Departmental support from PP lead to identify strategies for disadvantaged students.	Structures in school to train highly qualified teachers to effectively monitor and track student attainment and retrieval of content Structures in school to train highly qualified teachers to deliver targeted support can make a significant difference to PP outcomes. Mastery learning EEF (educationendowmentfoundation.org.uk)	4
Parental engagement Pars insight software for parent meetings and engagement to support academic and pastoral interventions	Close engagement with parents has been shown to positively affect educational outcomes. Personalised messages linked to learning can promote positive interactions. Parental engagement EEF (educationendowmentfoundation.org.uk)	2,4

	Both targeted interventions and universal approaches have positive overall effect on attainment Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£39.350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance officers' actions, including phone families at 9am if pupil not in school and offers support. Welfare team work closely with the attendance officer, pupils below 96% are identified and protocols followed. PARs attendance and behaviour tracking	Data shows pupils with highest attendance make the most progress at UCGS, due to increased opportunities for high quality teaching & learning and access to a personalised curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. Raising school attendance The Psychologist (bps.org.uk)	3
Personalised support resources Pixl Membership supporting staff in identifying and sharing good practice and access to resources training across all key stages 3, 4 & 5 at UCGS	Careers education complements impartial careers guidance. Through careers education pupils are helped to develop the knowledge, skills and confidence to understand themselves, research opportunities, make choices and manage transitions in learning and work. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,4,5,6
Implementation of UCGS Thrive strategy:	There is evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Most of the positive approaches include the promotion of talk and interaction between learners. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	3,4,5

	Oral language interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £72,105

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 2023 to 2024 academic year.

Summary of spending:

£65995 of the 2023-2024 pupil premium funding was spent in addition to the £18492 recovery allocation. There is no single intervention strategy that can completely solve the complex and challenging educational issues in any school environment and therefore a multi-faceted approach is used to ensure we offer the best possible opportunities for all our pupils to succeed.

The largest proportion of the grant was allocated to wider strategies and support to students such as student welfare, pastoral leadership and learning support assistants. The funding for the pastoral systems ensures that all students have access to high quality support and guidance, and student-specific intervention can be implemented to achieve this throughout the academic year. This section of the funding allocation totalled 66% of the pupil premium funding.

Strategies to support high quality teaching and learning such as access to data analysis and tracking software such as PARs and 4Matrix, membership to PiXL resources, literacy support and as well as software to support with monitoring attendance received £10000 accounting for 11% of the pupil premium grant.

The remaining 30% of the grant was spent on ensuring targeted support is provided to students to support them in accessing learning opportunities both in and outside of the classroom

Outcomes:

	Pupil Premium students	Non-Pupil Premium students	Gap
Number of students	8	156	
Entries Achieving A* (9-8)	56.67% (29.79% in 2023)	51.66%	+5.01%
Entries achieving A-A* (9-7)	80% (50% in 2023)	73.03%	+6.76%
5+ A* - C (9-4) inc. English and Maths	100% (88.89% in 2023)	100%	0
P8 score*	+0.68 -0.76% in 2023)	+0.81	-0.13
A8 score	80.25 (65.67% in 2023)	77.78	+2.47

Context – With only 9 Pupil premium student in this year group the data is statistically insignificant and is heavily impacted by individual data. Within this cohort of 9 students, 5 students achieved a positive P8 score with the data heavily impacted by 3 students who's progress 8

Teaching & Learning impact: All teachers and teaching assistants trained to deliver quality lessons and learning assess pupils through induction, ongoing training and support both within school, through targeted examination board CPD, curriculum design CPD and Pioneering pedagogy in addition to leadership development programmes (UCL) All lessons taught at UCGS are at least good with the majority outstanding. Evidence through access SharePoint and Teams where all resources are available electronically in addition to a well-resourced library, printing access and in-school computer access. Last year 4 early careers teacher completed their ECT training with a further 2 members of staff successfully completing year 1 of their training. 6 members of staff were trained as mentors

Targeted academic support: all teachers have access and have been trained in the use of 4 Matrix to track students with departments. Matrix is used to obtain and share progress of on all student including groups. Progress has been best shared by through data on a page intervention planning. This year, HOYs have been trained to used 4 Matrix to analyse year group performance and report to SLT. Evidence through access SharePoint and Teams where all resources are available electronically in addition to a well-resourced library, printing access and in-school computer access.

In addition all funding a tutoring programme offering provision for all Pupil premium students was in place with significant impact on the Pupil premium outcomes in MFL.

Wider strategies: PiXL resources shared across school and in lessons, and impact visible in full implementation of a successful culture policy in a school where student behaviour is exemplary. The number of culture points awarded to students out way behaviour points at a rate of 6:1. Evidence collected via pupil voice with students and participation in celebration and wellbeing events. On average, teachers reported that attitudes to learning from disadvantaged students was good. The average attendance of pupil premium students was 95.88% which was in line with the attendance of non-pupil premium students.

Externally provided programmes

Programme	Provider
Tutoring programme Year 8 and 11	Teachitright Tuition

Recovery premium funding 2023-24

Measure	Details
National Tutoring Programme £12,750	The tutoring programme was successfully implemented in the following order: Year 11 students followed by Year 8 students. All PP students invited to attend Tuition classes.
Impact:	Tuition had a positive impact on student attainment particularly in English & mathematics where there has been an attainment gap historically.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

