

# Pupil premium strategy statement – Alcester Grammar School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	1,301
Proportion (%) of pupil premium eligible pupils	1% (13 funded Apr25-Mar26, however 17 on roll Sept 2025 due to new students on roll i.e. 1.3%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	25/26 - 28/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rachel Thorpe (Principal)

Pupil premium lead	Sophie Price (Assistant Principal)
Governor / Trustee lead	Alyssa Levene

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,604
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£16,604

# Part A: Pupil premium strategy plan

## Statement of intent

**Our intent is** that all students, irrespective of background or academic ability, have equal access to the central AGS premise that we nurture aspiration, achievement, and opportunity for all. We believe that every student should be able to access a rich, ambitious curriculum supported by outstanding pastoral care which promotes strong personal development,, in an inclusive and collaborative learning environment.

Our Pupil Premium funding is used to support a range of interventions, some of which are targeted at individual disadvantaged students, whilst others will also benefit the wider community.

The students at AGS who are eligible for Pupil Premium funding are not necessarily those who struggle with academic attainment and we are careful not to make any assumptions about attainment and social disadvantage.

As we currently have a relatively small number of students who qualify for funding, we are able to identify and support needs at an **individual** level, as well as identifying wider patterns of need across the student body. A key focus of our Pupil Premium strategy is to build strong relationships with individuals, to allow for personalised support, and to ensure that every individual can thrive, achieve and belong.

We use a range of strategies to identify the needs of students where there is a gap in attainment, and to identify the reasons for that gap. These include, but are not restricted to, regular diagnostic data analysis, tracking of pastoral issues and our knowledge of a student's individual circumstances, financial or otherwise. The views and feedback of our disadvantaged students is regularly sought, and as a group their involvement and participation in all aspects of school life is analysed. Teaching staff are involved in the analysis of data in order to identify strengths and targets for students; underachievement at all levels is targeted, not just lower attainment.

We use research (such as the Teaching and Learning Toolkit from the Education Endowment Foundation) to support us in determining strategies that will be most effective. The school ethos is one where there are high expectations for all students. All teaching, pastoral and SEND staff are aware of which students receive the Pupil Premium funding, and are informed of effective evidence-based strategies for narrowing any attainment gap.

Our intent is to also develop links with local primary schools to encourage more Pupil Premium students to apply for the 11+ and see AGS as an accessible school for them.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Progress:</b> Evaluation of data shows us that whilst many PP students achieve well, some others could still make greater progress. This is particularly noticeable in subjects requiring strong literacy skills.
2	<b>Attendance:</b> Attendance is the most crucial factor for attainment, and our data has shown a small gap between our disadvantaged and non disadvantaged students.

3	<b>Cultural Capital:</b> This is vitally important to support students' access to the curriculum; evaluation of students' experiences indicates that students from a disadvantaged background are less likely to be able to access experiences.
4	<b>Parent/ carer engagement with Pupil Premium support:</b> Analysis of parental and carer engagement has highlighted that we could do more to engage with parents and carers in this area.

## 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 ensure students have aspirational goals and are supported through targeted interventions, especially in facilitating subjects, and that staff are able to identify gaps and underperformance which can direct interventions	Students' progress at GCSE will match, or be better than, other students in the year group, including in facilitating subjects. Students will show confidence in their abilities and have an understanding of how to access interventions, and how it can support their learning
To ensure that all students, in order to support their progress, have the resources to study independently, complete homework, and access a rich variety of enrichment resources	All students, including disadvantaged, own the technology and other study resources to support independent study & access online enrichment opportunities
To ensure all students feel a sense of inclusion, meaning they feel they can thrive, achieve and belong at AGS. They have strong relationships with members of the school community, whilst feeling diversity is celebrated, including across the curriculum.	Student attendance is high. Support is in place for those struggling to attend. Student voice reflects a sense of belonging.
To ensure that all students are confident in their literacy and oracy skills (speaking, reading, writing and listening) across the curriculum, regardless of disadvantage.	Students demonstrate confident use of subject-specific terminology, well-structured extended writing responses and speaking skills (where appropriate). All curriculum plans across the school will have literacy strategies identified within them. Subjects will promote and develop oracy skills. A robust intervention strategy, which prioritises disadvantaged students, will systematically identify students in need of literacy and other forms of academic support. Targeted interventions from KS3, especially in English, Maths & Science, will support literacy development.
To ensure that all students, including the most disadvantaged, access a rich and varied extra-curricular programme, including varied work experience and careers opportunities, and are able to develop cultural capital.	All parents and carers of disadvantaged students know how to access financial support for appropriate activities, resources and trips. Engagement with activities and cultural capital opportunities is high. An affordable, varied enrichment programme is in place, and all students, especially disadvantaged students, will participate. All disadvantaged students participate in Duke of Edinburgh Award Scheme, should they wish to

	All students and parents and carers are informed about, and students are prioritised for, career and higher education opportunities, including those which target disadvantaged students. Participation is high.
To ensure all students have access to mental health support at the point of need	Disadvantaged students can access funded counselling and mentoring services when required
To ensure all parents/ carers of disadvantaged students are in regular communication with school about support opportunities	Parents and carers of disadvantaged students receive regular communication and updates about support.
To identify opportunities to increase numbers of Pupil Premium students who apply to come to AGS	More students from disadvantaged background are aware of what AGS can provide, and more of these students choose AGS as their school of choice

## Activity in this academic year

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Robust CPD flexi-INSET package</b> for all staff, including but not limited to the science of learning, oracy, inclusion, pastoral, technology & innovation, subject knowledge	The <a href="#">EEF Guide to Pupil Premium Autumn 2021</a> recommends professional development to support high quality teaching as a top priority for Pupil Premium spending <a href="#">EEF Effective Professional Development</a>	1,2, 3, 4
<b>SEND training</b> SEND provision supports those disadvantaged by educational need, which encompasses some of those students who are also financially or socially disadvantaged. Quality First training is embedded into CPD	EEF report <a href="#">Making Best Use of Teaching Assistants</a> 2018	1, 2
<b>Development of AGS Learner, and oracy</b> in order to build resilience, confidence, and	The EEF Toolkit <a href="#">Metacognition</a> Evidence based learning strategies <a href="#">Mastery</a> , <a href="#">Cognitive Load Theory</a> , <a href="#">Rosenshine's Principles of Education</a> and	1, 3

self-esteem as well as curiosity and academic engagement of all students.	resources from providers such as the <a href="#">Learning Scientists</a> Sutton Trust <a href="#">Oracy Report</a>	
<b>Reading tests</b> will be used with year 7 to establish and gaps and need for interventions	<a href="#">EEF assessment blog</a> shows how standardised tests can support teachers in identifying intervention needs	1, 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Robust intervention programme</b> to reduce barriers to attainment, especially for disadvantaged students. To include adaptive teaching strategies, small group tutoring, SLT mentoring, careers guidance, external coaching where appropriate, access to online portals, and revision skills tuition	The EEF Toolkit recommends this range of interventions as a very high impact strategy.	1, 2, 4
<b>Small group tutoring</b> in core subjects	The EEF Toolkit <a href="#">one to one tuition</a>	1, 4
<b>Priority provision</b> to disadvantaged students of academic curriculum resources: stationery, calculators, art or technology materials, texts, revision materials or musical instruments.	Discussions with families and students indicate that financial limitations make it difficult to afford core academic resources which may restrict a student's access to the curriculum.	1, 2, 3, 4
<b>Provision of laptops</b> for all disadvantaged students	The <a href="#">Sutton Trust Social Mobility and Covid-19</a> report 2020	1, 3
<b>Access to curriculum enrichment opportunities</b> , for example, music lessons and trips	The EEF Toolkit EEF <a href="#">arts participation</a>	2, 3, 4

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

Budgeted cost: £3.604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Leadership:</b> Review the Pupil Premium Strategy, at least annually, &amp; report to Governors. Monitor provision for disadvantaged students through data collection; learning walks, work scrutinies, student surveys. Track &amp; report attendance and academic performance of disadvantaged students and discuss intervention strategies with pastoral &amp; academic leads. Prioritise disadvantaged students in the provision of resources, both academic and social / emotional. Lead CPD to develop Teaching &amp; Learning. Build capacity in the pastoral team to build relationships with our students from a disadvantaged background.</p>	<p>EEF Toolkit &amp; <a href="#">Effective Professional Development report</a> EEF <a href="#">School's Guide to Implementation</a> Impact Ed, <a href="#">Understanding attendance</a></p>	1-4
<p><b>Mental Health:</b> increase availability of coaching and counselling, and actively seek to overcome school avoidance</p>	<p><a href="#">DfE guidance on Mental Health in schools</a></p>	1-4
<p><b>Enrichment activities</b> - ensure a varied and affordable programme for all, regardless of household income: Core curriculum trips, Curriculum enrichment experiences, Enrichment Week, Bronze and Silver DofE</p>	<p>The EEF Toolkit "By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them."  <a href="#">Department of Education research report 2018</a> <a href="#">Spending PP - what influences leaders' decisions. 2020</a></p>	1-4
<p><b>Careers guidance:</b> look at ways to inform students and parents and carers about career and higher education opportunities, including those which target disadvantaged students.</p>	<p>Developed in line with <a href="#">Gatsby Benchmarks</a></p>	2, 4
<p><b>Supporting parents and carers:</b> Provide ongoing</p>	<p>EEF <a href="#">Working with parents</a></p>	4

information to, and communication with, parents and carers about how funding can be accessed. Monitor and enable attendance at parents' information evenings, parents' evenings and share online resources		
<b>Mentoring and coaching</b> opportunities provided to support high aspirations, for example through the student mentoring programme	<a href="#">Department of Education research report 2018</a>	1-4
<b>Pastoral support;</b> identify a key person in the pastoral team with a specific responsibility for supporting disadvantaged students, and ensuring effective communication with parents and carers.	EEF <a href="#">Working with parents</a>	2, 4

**Total budgeted cost: £16,604**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2024-25, we identified our key challenges as being:	
1	<b>Technology</b>
2	<b>Literacy and Oracy</b>
3	<b>Cultural Capital</b>
4	<b>Mental Health</b>
In line with the first year of the 3-year plan, Pupil Premium funding has contributed towards the following developments:	
<b>Intended outcome</b>	<b>Success criteria</b>
<b>Range of resources</b>	All students have access to a home laptop. Depending on need, some students were given access to other resources to support independent study at home. Feedback from students and parents/carers has been positive about the impact of home technology on supporting home learning and revision.
<b>Aspirational goals and intervention Identification of gaps and underperformance</b>	Our AAP responsible for data and technology has continued to lead to robust data analysis to support middle leaders and teachers to identify underperformance and target intervention. The introduction of Evolve as a new system allowed us to track participation of disadvantaged students. Year 11 data from Summer 2025 showed intervention programmes made a significant impact on the progress our year 11 students made. 50% of our year 11 PP statements achieved an above school average attainment 8 score.
<b>Literacy &amp; Oracy</b>	KS3 reading tests supported the identification of students who would benefit from intervention, which was led by the English department. Our recently appointed AAP for teaching and learning has introduced various initiatives focussed on developing oracy skills. Quality assurance, such as learning walks, and student voice, has shown the positive impact of these initiatives, for example on confidence.
<b>Enrichment and work experience</b>	We continue to use Evolve to track participation of our disadvantaged students in enrichment activities. Data analysis shows high levels of participation in clubs and Duke of Edinburgh programmes, and PP funding has been used to cover 50% of Duke of Edinburgh costs for these students. Disadvantaged students have also engaged with trips and visits off site, and again this has been supported by funding some of the costs, for example covering 50% of costs for the year 9 residential to Newquay.. All

	disadvantaged students were supported with finding work experience places, and these students are prioritised for careers meetings in year 11.
<b>Inclusion and diversity</b>	Student voice has shown high levels of belonging, and a sense that students respect and acknowledge diversity in school. The introduction of our new tutor programme, as part of the Personal Development curriculum, has supported the school focus on celebrating diversity and encouraging every student to feel part of our school community. Pupil voice from disadvantaged students, whilst still very positive, showed a slight drop to non-disadvantaged students, and this is an area we continue to focus on this year. We will be introducing new student leadership opportunities, and our Pastoral Pupil Premium lead will be discussing with these students the opportunities to support applications.
<b>Mental Health</b>	We have continued to use Academy 21 and Flex Learning at Warwickshire to provide accessible education and support for many of our students (and the parents/carers of students) who were unable to attend school either due to debilitating health conditions, or serious mental health needs. It allowed and enabled these students to keep post-16 Options available and avoid falling into the category of NEET post-16 - none of our year 11 students were NEET in 2025. School counselling has been available to all students who have needed it, and we have further supported strong mental health.  The Personal Development curriculum continues to have a strong focus on mental health, and the curriculum is clearly sequenced to ensure every year group can build on strategies as they move up through the school.
<b>PP numbers</b>	Data shows the changes to entry requirements for PP students in 2025 had a small positive impact on making a place at AGS more accessible - with 2 additional places at the school. There is still more work to be done on linking with primary schools in disadvantaged areas.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
-----------	----------

Flex Learning	Warwickshire County Council

### Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
<p></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*