

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Steyning Grammar School
Number of pupils in school	1790
Proportion (%) of pupil premium eligible pupils	13 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 November 2025
Date on which it will be reviewed	1 November 2026
Statement authorised by	Natasha Nicol
Pupil premium lead	Natasha Nicol
Governor / Trustee lead	Sara Hyde/Gary Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,025
Recovery premium funding allocation this academic year	£0
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	£244,025

Part A: Pupil premium strategy plan

Statement of intent

The objectives of our Pupil Premium strategy plan are to improve outcomes and accelerate progress for all disadvantaged students at Steyning Grammar School.

We will achieve this by:

- Ensuring quality-first teaching, every lesson, every day
- Prioritising the improvement of literacy for all learners, especially those arriving below age-related expectations – through the implementation of EEF's literacy recommendations
- Implementing highly tailored and impactful interventions – every child being known
- Minimising barriers to achievement
- Keeping aspirations on track
- Broadening cultural capital, including through outdoor learning
- Placing relationships at the heart of all we do

Key principles:

Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

- Students arriving below age-related expectations in literacy and numeracy
- Students with significant vulnerabilities, including financial and social/emotional

Our overarching strategy for disadvantaged students is developed from Bohunt Education Trust's 'Virtual School Plan' and is firmly rooted in research and evidence-based practice. This plan is framed around the following key areas:

- Improving literacy
- Improving long-term memory and learning to learn
- Developing cultural capital by improving opportunity through design
- Growing character – resilience; aspiration; motivation and self-regulation in learning

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Historically, disadvantaged students have lower levels of attendance than their advantaged peers. Attendance is a more significant challenge in year 10 and 11 compared to younger year

	groups and the Sixth form. Particular focus is on PP students who are Persistently Absent (Attendance below 90%).
2	Literacy and oracy - Assessments on entry to year 7 in the last 5 years indicate that around 35% of our disadvantaged pupils arrive below age-related expectations of reading compared to 19% of their peers. Lower levels of engagement with reading for pleasure - particularly in disadvantaged boys. Lower levels of oracy - confidence; vocabulary; social communication
3	Wellbeing – this continues to be a focus, post pandemic, as positive wellbeing impacts academic progress, engagement and attendance. Continuing to survey and respond to data gathered on PP and disadvantaged students remains a priority.
4	Metacognition and self-regulation – Some students lack resilience, motivation and learning-skills, our Learning Character focus aims to build these skills as well as support self-regulation for those who are exhibiting behaviours that impact on their learning.
5	Parental Engagement – There are greater barriers to parental engagement for some families; routine and highest-quality engagement with all families remains a high priority. Focus areas are predominantly at Key Stage 4.
6	Transition - as a double transition school, years 6 into 7 and years 8 into 9, there are two periods where students need to settle into new learning routines and environments; these periods can cause instability for some disadvantaged students.

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
Progress 8	Disadvantaged in 4th quintile (PP P8 score of -0.42) or higher compared to similar schools ¹ No KS2 prior attainment due to Covid - 19 so there will be no P8 in 24/25 or 25/26
Attainment 8	Disadvantaged Attainment 8 in 4th quintile or (PP A8 38.14) higher compared to similar
Percentage of Grade 4+ and 5+ in English and Maths	5+ Basics in 4th quintile or higher compared to similar schools

¹ Using EEF Family of Schools data comparison

Attendance	Close gap between advantaged and disadvantaged attendance; improve disadvantaged attendance to above national average for disadvantaged (taken from FFT)
Wellbeing	Wellbeing survey scores disadvantaged-advantaged gap closes.

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: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-teaching through CPD for · Literacy (inc. oracy)* · Retrieval Practice · Deliberate Practice Driven through CPD, incremental coaching and Red Lines.	• Very significant evidence for impacts of retrieval (e.g. here) and deliberate practice (e.g. here) • DfE - Quality-first teaching has greatest impact on disadvantaged	1,2,6
Identifying and addressing gaps in literacy from entry for all students in Year 7 and 8 through implementation of Reading + and whole-class reading approaches*	• Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) • EEF studies for Lexia impact on disadvantaged (+ 2 months) and BET / ImpactEd studies show impact	1,2,6
Implementing 1:1 Ipad scheme into year 7, 8, 9 and 10 curriculum, developing lessons and confidence to have a greater impact on learning in every subject	• Allowing the students the opportunity to have and use technology within lessons can add 4 months - EEF	1,3,5,6

**Linked to EEF literacy strategy implementation*

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1, small-group school-led tutoring interventions across all Key Stages; specific emphasis on English, Maths and Science Small group intervention for Maths /English for those students not making expected progress Provisions for students who dropped options subjects; this includes: 1:1 Academic mentoring, Technology - ipads, Revision resources and MyTutor	• EEF Teaching and Learning Toolkit – 1:1 tuition + 5 months • BET research study (Autumn 21) of tutoring impact suggests large effect size • Tuition partner impact studies • John Hattie – Visible Peer tutoring effect (+0.53)	1,2,6
Academic mentoring of pupils identified with poor progress and high vulnerability as well as academic bridging as a whole school strategy	• EEF Teaching and Learning Toolkit – Metacognition approaches +7 months	2,4,5

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Vulnerability Index to identify higher vulnerabilities	Academic Resilience Approach (University of Brighton)	3,4,
Offer a breadth of culturally rich experiences for disadvantaged students – emphasis on outdoor learning and including targeted programmes for vulnerable students	- Significant evidence for key role of cultural capital in educational achievement - John Hattie – Visible Learning –Outdoor Learning +0.43 - Positive Impact of ‘adventure therapy’	3,4,5
Summer School Programme 2026 for Y6 and targeted disadvantaged (inc. additional tutoring) – includes strong focus on parental engagement and ‘every child known’	- BET summer schools evaluation 2021 shows high impact - EEF Teaching and Learning Toolit – Summer Schools +4 months with existing staff	1,3,4,5,6
Implementation of Attendance and Persistent Absence plan: - Attendance plan with PP specific strand to improve PP attendance and reduce PP PA and Severe Absence - Celebration events for PP students with 90% attendance and above - Targeted intervention for PP PA identified students - Attendance Officer with a specific focus on PP attendance	- WSEC Pupil Entitlement - Ofsted report on ‘Securing good understanding and tackling persistent absence’ - EEF Attendance interventions	1,3
Offer support, provision and individual budgets towards uniform costs	Students do not want to look different or appear different. Uniform enables students to all look the same. By providing students with new uniform it allows them to get over the first hurdle of how they look in school. We send out a voucher in the summer	4,5

	break to all FSM students returning the following September - the voucher is for £50 which can be redeemed at the uniform supplier for any items of uniform/PE kit. Additional requests for uniform and equipment are then considered on a case by case basis throughout the academic year.	
--	---	--

Total budgeted cost: £223,000

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 2024 to 2025 academic year.

Our A8 (Attainment 8) figure for PP students improved significantly on last year's results,(there is no P8 figure this year due to COVID), this went up by 3.5 in comparison to last year; closing the gap further between PP and non PP students. Attainment 8 for FSM6 is 35.1 which is slightly above the national average value of 34.9, and significantly above the LA average of 31.3. The majority of our cohort is made up from White British students, The disadvantaged white British A8 was 36.8 which is significantly above the national white British average of 30.2. A8 moved from Q2 to Q3 vs similar schools (FFT).

Similarly, our work on attendance meant that the Persistent Absence of PP students stabilised on last year. Attendance figures have improved during the strategy and are now in line with National average and FSM attendance significantly above DfE similar schools (85.9 vs 83.9%).

Our FSM6 Basics 4 measure (those achieving a grade 4 in English and Maths) improved by 7% (now 45%), it is slightly above the national figure of 43.5% and well above the LA figure of 38.4%. Furthermore, for PP students our Basics 5 measure also improved in comparison to last year moving from to 25% to 29%. National figures in the same year were 26% and local 21%.

EBacc entry for PP students rose this year by 1.02; a higher rise than the previous year.

In the 2025 Summer exams positive subjects that stand out are: Biology, Chemistry, PE and French; PP students gaining a 4-9 in these subjects significantly improved on last year. Very few subjects declined for PP students.

Focus for yr 11 on the MyTutor programme was on English and Maths, particularly for students who were forecast to achieve lower than a grade 4 in either of these core subjects. Attendance to the tutoring programme improved further since last academic year and a number of students clearly benefited from the scheme particularly in Maths where 100% of PP students achieved a 4 or above.

Wellbeing has improved year on year, in line with Trust average and above Trust average for all year groups, most markedly in year 7 (Impacted Trust surveys).

Attendance continues to be a key focus of our planning and positive impacts of the current plan can already be seen over the last academic year. Absence among disadvantaged pupils was in line with Trust but persistent absence was higher in the previous academic year.

Additional information

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Whilst outcomes are continuing to improve we recognise that gaps remain in languages specifically, therefore we are identifying the strategies that have worked in other subject areas and ensuring that this good practice is shared and implemented.

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?	Mentoring provided for 50% services children according to their learning need and resources such as revision guides have been bought for students 25% of the services children

What was the impact of that spending on service pupil premium eligible pupils?

Mentoring is allowing students' learning characteristics to improve while providing one to one pastoral support