

Pupil Premium Strategy Statement

Dane Court Grammar School



Approved by: Tom Howard

Date:

Last reviewed on: December 2025

Next review due by: December 2026

Dane Court Grammar School

PUPIL PREMIUM 2025-2026

General Overview

This statement details our school's use of pupil premium funding (and recovery premium for the 2025 - 2028 academic years) to help improve the attainment of our disadvantaged students.

It outlines our pupil premium (PP) 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
Number of pupils in school	870
Proportion (%) of pupil premium eligible pupils	20.3%
Date of which this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Martin Jones, Headteacher
Pupil Premium lead	Tom Howard
Governor lead	Vicky Crawley, Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£201,960.00
Recovery premium funding allocation this academic year	£0 (Funding for the recovery premium grant finished at the end of the 2023 to 2024 academic year)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£201,960.00

Part A: Pupil Premium strategy plan

Statement of intent

Objectives: We are driven by the belief that background should never determine a student's destination. While we acknowledge that disadvantaged learners face additional hurdles to school engagement and achievement, our mission is to ensure they reach the same high standards as their peers. Specifically, we aim for all students to meet the requirements for our International Baccalaureate pathway. Success at our school is defined by a seamless integration of classroom learning and super-curricular enrichment; by ensuring all students can access this holistic offer, we promote the long-term well-being and cultural capital essential for their future success

Key Principles : The focus of our pupil premium strategy is to support our disadvantaged pupils who are already considered to be high achievers by virtue of their place in a selective school.

We have considered the specific challenges faced by our disadvantaged students and by their families. Our revised strategy focuses on ensuring **equity in access, opportunity, and challenge** through two key areas:

1. **Excellence in High-Quality, Inclusive Teaching:** We will ensure that **ALL students experience high-quality, inclusive teaching strategies** that promote challenge and progress for every learner. This includes the **active consideration of PP student positioning** in class and mentoring groups, guaranteeing that tailored individual needs are met through high attendance and exposure to the best teaching.
2. **Explicit Communication and Equitable Cultural Capital:** We will adopt a number of wider strategies to ensure disadvantaged students are able to participate fully in the curricular and wider curricular offer. This will be underpinned by **explicit communication regarding revision, metacognition, and attendance**, and a **revised enrichment budget approach** to actively promote and simplify financial support for all enrichment activities.
3. Remove barriers for PP attendance, engagement and revision strategies - Communication upscaled in frequency and quality - focused on attendance, enrichment and study strategies - supporting households to support their child's schooling.

Challenges

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

Challenge number	Details of challenge																		
1	<p data-bbox="408 322 1378 622">Attendance and Engagement: Attendance to school has become a national problem post-pandemic. Vulnerable groups and particularly those in deprived communities have been more significantly impacted. Whilst the school has performed well against other schools in the same FSM quantile nationally, we have high aspirations for ALL of our students and attendance to school is the priority to achieving this. The attendance of PP students has dipped in the last cohort year- and part of the directive of our pupil premium strategy is to impact this through various forms of positive and constructive communication home,</p> <table border="1" data-bbox="408 651 1378 846"> <thead> <tr> <th data-bbox="408 651 732 719"></th> <th data-bbox="732 651 1056 719">DCGS</th> <th data-bbox="1056 651 1378 719">DfE National Data</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 719 732 779">Whole School</td> <td data-bbox="732 719 1056 779">93.7%</td> <td data-bbox="1056 719 1378 779">90.5%</td> </tr> <tr> <td data-bbox="408 779 732 846">PP</td> <td data-bbox="732 779 1056 846">88.8%</td> <td data-bbox="1056 779 1378 846">84.8%</td> </tr> </tbody> </table>		DCGS	DfE National Data	Whole School	93.7%	90.5%	PP	88.8%	84.8%									
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Whole School	93.7%	90.5%																	
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2	<p data-bbox="408 949 1378 1115">Attainment: Although improving year-on-year, the disparity between the academic performance of our disadvantaged students in comparison to the whole cohort at KS3 level is then seen in KS4 outcomes. The most recent set of results have limited insight due to the progress 8 being supported by limited prior data.</p> <table border="1" data-bbox="408 1178 1378 1308"> <thead> <tr> <th data-bbox="408 1178 732 1245">GCSE Cohort</th> <th data-bbox="732 1178 1056 1245">PP</th> <th data-bbox="1056 1178 1378 1245">Whole cohort</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 1245 732 1308">2024-25</td> <td data-bbox="732 1245 1056 1308">A8: 55.06</td> <td data-bbox="1056 1245 1378 1308">APS: 57.27</td> </tr> </tbody> </table> <table border="1" data-bbox="408 1406 1378 1697"> <thead> <tr> <th data-bbox="408 1406 732 1503">GCSE Cohort</th> <th data-bbox="732 1406 1056 1503">PP (Progress 8)</th> <th data-bbox="1056 1406 1378 1503">Whole Cohort (Progress 8)</th> </tr> </thead> <tbody> <tr> <td data-bbox="408 1503 732 1570">2023/2024</td> <td data-bbox="732 1503 1056 1570">0.48</td> <td data-bbox="1056 1503 1378 1570">0.69</td> </tr> <tr> <td data-bbox="408 1570 732 1637">2022/2023</td> <td data-bbox="732 1570 1056 1637">0.35</td> <td data-bbox="1056 1570 1378 1637">0.67</td> </tr> <tr> <td data-bbox="408 1637 732 1697">2021/2022</td> <td data-bbox="732 1637 1056 1697">-0.08</td> <td data-bbox="1056 1637 1378 1697">0.27</td> </tr> </tbody> </table> <p data-bbox="408 1733 1378 1966">Analysis of internal examination data term attainment data revealed that in Key Stage 4, there can be a bigger gap between the disadvantaged students and their peers in exam grades (PPE outcomes) which suggests that we need to put in place further support for these students with exam preparation and practice as well as communicating more regularly throughout the year with metacognitive strategies for more impactful revision.</p>	GCSE Cohort	PP	Whole cohort	2024-25	A8: 55.06	APS: 57.27	GCSE Cohort	PP (Progress 8)	Whole Cohort (Progress 8)	2023/2024	0.48	0.69	2022/2023	0.35	0.67	2021/2022	-0.08	0.27
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3	Extra-Curricular involvement: Participation in the wider curriculum is essential for all students' sense of belonging and for building cultural capital. We must ensure that disadvantaged students have access to a full range of activities including academic visits, enrichment activities and trips and involvement as part of our in-house extra curricular provision.
4	Organisation, 'school-readiness' and academic support: We have observed disadvantaged students are sometimes impacted by external barriers to learning, such as lack of equipment and home environments not conducive to study and revision. We must work to provide the appropriate interventions to ensure that all students, but specifically those who are disadvantaged, are provided with the practical support they need to achieve highly.
5	Health and Well-being: We must encourage students to participate in activities which will support healthy living. We want to continue to ensure that disadvantaged students have access to facilities and activities to allow them to adopt and maintain a healthy lifestyle which is so crucial for physical and mental well-being.

Intended outcomes

This explains the outcomes that 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 KS3, with a focus on Maths, English and Science.	By the end of the current plan - 2026/27: <ul style="list-style-type: none"> The proportion of 'excellent' and 'good' progress for disadvantaged students is in line with the whole cohort.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of the current plan - 2026/27: <ul style="list-style-type: none"> All disadvantaged students will meet the entry requirements for our IB courses at Sixth Form. An improved A8 score (as there is no P8 measure this year), broadly commensurate with their peers and the whole cohort A8 figures.
To achieve and sustain improved attendance for all learners, particularly our disadvantaged learners.	By the end of the current plan - 2026/27: <ul style="list-style-type: none"> PP student attendance is in line with the whole school attendance figure (target 95%). Regular communication logs demonstrate consistent, supportive contact with PP families regarding attendance and effort.

<p>PP eligible students have access to a wide range of extra-curricular opportunities in school to enhance cultural capital.</p>	<p>By the end of the current plan - 2026/27:</p> <ul style="list-style-type: none"> ● Participation rates for disadvantaged students in extracurricular opportunities, music lessons, and trips are commensurate with the whole cohort. Financial support is actively advertised and simple to utilise by families.
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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: £82,203.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion and Challenge CPD: Continued development of quality and research-led CPD focusing on inclusive teaching strategies that promote challenge and progress for all learners.</p> <p>Embed research informed practice to continually improve teaching, learning and assessment through continuation of our teaching and learning strategies.</p>	<p>A 2021 study published by the Education Policy concluded that high quality CPD has a greater effort on pupil attainment than other interventions considered by schools.</p> <p>EEF guidance on High-Quality Teaching and universal design for learning supports embedding practices that benefit all, mitigating the need for later intervention.</p>	2
<p>Active PP Positioning & Grouping: Explicit training for all staff regarding the active consideration of PP student positioning in seating plans and mentoring/tutor groups to maximise engagement and accountability.</p>	<p>Strategic grouping (EEF Teaching & Learning Toolkit) can maximise peer support and teacher focus, which is essential for inclusive challenge.</p>	1, 2
<p>Monitoring and tracking of pupil progress with</p>	<p>When used effectively, diagnostic assessments can indicate areas for</p>	2, 4

<p>post-tracking appropriate interventions for PP and SEND students to have a systematic follow up and evaluate pupil progress post intervention.</p> <p>Explicit Communication of Metacognition/Revision: Explicit expectation for subject leads/teachers to regularly communicate revision and metacognitive strategies to PP students (e.g., in lessons, via VLE or email).</p>	<p>development with individual pupils or across classes and year groups (EEF Diagnostic Assessment Insights)</p> <p>EEF suggests Metacognition and Self-Regulation (+8 months) is highly effective. Making this expectation explicit ensures focused delivery for PP students.</p>	
<p>Purchase of resources and curriculum support</p>	<p>To facilitate independent study. EEF suggests +8 months progress for metacognition and self-regulation.</p>	<p>2, 4</p>

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

Budgeted cost: £51,948.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HOD/Subject Lead Intervention Strategy: Explicit expectation for Heads of Department/Subject Leads to consider PP students in their intervention groups and strategy. This ensures PP students are able to attend useful additional input, guidance, and exam technique sessions.</p>	<p>EEF Guidance Report recommends using structured interventions (+4 months for small group tuition). Targeting PP ensures equitable access to specialist support.</p>	<p>2,3, 4</p>
<p>Access to high quality resources (including online resources) to support independent study and super-curricular activities</p>	<p>To facilitate independent study and engage parental support. EEF report suggests +8 months progress for metacognition and self-regulation.</p> <p>To enable equitable access to subjects where cost may be a barrier to learning and therefore outcomes.</p>	<p>1, 2</p>
<p>Subject specialist staff to</p>	<p>EEF Guidance Report recommends using</p>	<p>2, 4</p>

<p>provide targeted support in English, Maths, Science and MfL to small groups or individuals</p> <p>Subject specialist staff to run a programme of after school intervention providing all students - including disadvantaged students - with the resources and skills they need to attain well.</p>	<p>'structured interventions to provide additional support'.</p> <p>Small group tuition provides an impact (as per the EEF) of +4.</p>	
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,808.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of identification and encouragement of students to take part in additional activities as part of the school (including physical activity) - money will be used to develop the opportunities available which might include running bespoke sports, gym and fitness programmes.</p>	<p>EEF report that there is evidence that involvement in extracurricular sporting activities may increase pupil attendance and wellbeing.</p> <p>Gov.uk report found evidence of the link between extra-curricular activities and educational outcomes.</p>	3, 5
<p>Revised PP Enrichment Budgeting & Promotion: Revised PP enrichment budgeting to make funds more widely and freely available to PP families. Active promotion and advertisement by PP Lead, HoYs, and HoDs that financial support is available for enrichment, trips, and activities.</p>	<p>EEF report found evidence of the link between extra-curricular activities and educational outcomes. Removing financial barriers ensures equitable cultural capital acquisition.</p>	3,5
<p>Increased Pastoral Communication: Explicit expectation of increased</p>	<p>EEF report found a strong link between attendance, academic achievement and social-emotional well being.</p>	1, 2

<p>PP communication from mentors, Heads of Years (focusing on effort/attendance), and Heads of Department (focusing on academic interventions) to build a proactive network of support around the student.</p>	<p>EEF Toolkit: Parental Engagement +4 months report, applied through pastoral and academic channels.</p>	
<p>Increased parental engagement - often around attendance - through regular contact by AHT with responsibility for PP provision</p>	<p>EEF Toolkit: Parental Engagement +4 months report</p>	<p>1, 2</p>
<p>System investment for the support and monitoring of PP eligible students entering the school, including support for local primary schools (including those in our CAT) in enhancing the uptake of the 11+ for PP eligible students to ensure equitable access (ATOM).</p>	<p>An FFT report reviewing the Kent Test concluding that children eligible for free school meals score particularly poorly in the reasoning element of the Kent Test reflecting perhaps that this component is being artificially enhanced by students receiving private education or tutoring. Provision of support to feeder primary schools in preparing their able students for the Kent Test could help to mitigate this disparity.</p>	<p>2</p>
<p>Year 11/12 mentoring (Peer mentoring)</p>	<p>EEF Toolkit: Paper mentoring +5 months</p>	<p>2,3,4</p>

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:

Our internal assessments are still showing that our disadvantaged students are performing slightly lower than that of the wider cohort at KS3 (however, there has been additional work in mentoring times to explicitly introduce all students - including disadvantaged students - to effective study skills and revision strategies using metacognitive revision booklets which we are expecting to have an impact on outcomes and go some way towards addressing the disadvantage gap).

Student outcomes at GCSE were on average still lower than their peers. PP attainment is still well above the national average. With no accurate progress 8 measure in 2024-25 it is challenging to make a comparison to previous cohorts. Our commitment must be to continue to offer additional support above and beyond to PP households on metacognitive strategies and support for attendance and outcomes. but the gap has tightened in a

year-on-year comparison and are well above the national average.

The PP students' attendance percentage for last year is well above the national average for comparable students (84.8% national FSM attendance vs. 89.7% DCGS FSM attendance) - which enables them to make greater progress. Additionally - our FSM attendance is comparable to the national measures of attendance for all students (90.5%).

We have facilitated the opportunity for all PP students in Year 11 to receive targeted careers guidance along with additional opportunities in mentor time (including external paid speakers) to ensure that our disadvantaged students develop a clearer sense of professional and academic vision.

As a school, we continue to use a proportion of the PP budget to ensure that PE students have the same access to the wider curriculum offer of educational visits, trips and activities as their peers. Moving forward there is designated budgeting that will be publicised and offered to PP households to promote engagement in enrichment opportunities and therefore attendance.

We are on track to achieve the intended outcomes by the end of our plan - as a school, we believe that excellent outcomes are our moral imperative for all students - but specifically those disadvantaged students that may lack additional opportunities for success and fulfilment as enjoyed by others.

Future directive- Explicit expectation of metacognitive communication from subject leads, Proactive home communication focusing on effort and support, Active consideration of PP positioning

Externally provided programmes:

- Atom Learning
- Axiom Maths

Service pupil premium funding:

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year

n/a

The impact of that spending on service pupil premium eligible pupils

n/a