

# Aylesbury Grammar School

## Pupil Premium Strategy Statement 2024-2025

This statement details our School's use of Pupil Premium 2024 to 2025 academic year funding to help improve the attainment of our students in receipt of Pupil Premium.

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	Aylesbury Grammar School
Number of pupils in school	934 (Y7-11) 1338 (Y7-13)
Proportion (%) of Pupil Premium eligible pupils	46/934 (Y7-11) 5%
Academic years that our current Pupil Premium strategy plan covers	Sept 2025 – July 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Sturgeon
Pupil Premium lead	CEJ <a href="mailto:cjohnson@ags.bucks.sch.uk">cjohnson@ags.bucks.sch.uk</a> SLT Link: Laura Wilson <a href="mailto:lwilson@ags.bucks.sch.uk">lwilson@ags.bucks.sch.uk</a>
Governor / Trustee lead	Kevin Hardern <a href="mailto:khardern@ags.bucks.sch.uk">khardern@ags.bucks.sch.uk</a>

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (2024-25)	£48,300
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total School funding for this academic year (2024-25)</b>	<b>£48,300</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

**Our vision as a ‘free school for Aylesbury’ is to give every student, irrespective of background and circumstance, an opportunity to flourish.**

Our aim is to enable students in receipt of Pupil Premium to perform and develop as well as their peers, by ensuring that they;

- have full access to our curriculum
- can access our extra-curricular provision
- improve their levels of attainment and progress

This strategy plan aims to meet these objectives by;

- making all staff explicitly aware of who our Pupil Premium students are, so that they can monitor their progress and development, offering additional support where required
- asking Form Tutors of Pupil Premium students to meet with them at least termly, in order to track their progress more closely and investigate additional measures that could be put in place to support them
- actively involve parents in receipt of Pupil Premium in the process to help identify any specific needs that this funding could help to support directly

The key principles of this strategy plan are;

- ensure that allocated Pupil Premium funding is used solely for the intended purpose
- use high quality Learning and Teaching as the preferred method to narrow any gaps in attainment, in the first instance
- regularly communicate with staff regarding those students who are eligible for additional funding and invite departmental suggestions for targeted use of it across the current curriculum
- ensure that latest research (eg from The Sutton Trust and Ofsted analysis reports) informs how funding is used
- ensure that robust monitoring and evaluation is in place to account for the use of the funding

## Challenges

This details the key challenges to achievement that we have identified among our pupils in receipt of Pupil Premium.

Challenge number	Detail of challenge
1	Access to curriculum visits that support learning
2	Resources to ensure consistent access to in-class learning and home learning
3	Access to wider extra-curricular opportunities, especially given the distance that some students in receipt of Pupil Premium may live away from the school
4	Academic progress, rewards and sanctions.

## 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
Students in receipt of Pupil Premium achieve as well as their peers	Data (examination results, internal data) highlights that the progress (value added) made by students in receipt of Pupil Premium is in line with their cohort.
Effective character development of students in receipt of Pupil Premium, as a result of wider engagement in school life	Engagement levels of students in receipt of Pupil Premium are in line with their cohort.
Students in receipt of Pupil Premium have high aspirations for the next stage of their education at key transition points (KS3-4, KS4-5, choices post-18)	Aspiration grades are in line with their cohort. Number applying for A Level and University courses are in line with their cohort

## 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.

### Staff input (for example, CPD, recruitment and retention)

Budgeted cost: £16300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Lead</i>	Having someone dedicated to working with students, parents and teachers is vital to improving the outcomes of students in receipt of Pupil Premium and ensuring that students feel supported. A dedicated Pupil Premium Lead is also integral in finding and innovating methods of spending money to ensure the best results for students.	1,2,3,4
<i>Staffing for library after school</i>	Quiet staffed area afterschool for students to study. Feedback has been very positive from those Pupil Premium students who have used this previously	2, 4
<i>Revision Sessions</i>	Free revision sessions are offered to students in receipt of Pupil Premium for a variety of subjects at year 11.	4
<i>Conversation classes in Modern Foreign Languages</i>	Extra Spanish conversation lessons with the Spanish language assistant are given to GCSE students	4
<i>Support meetings with Form Tutors</i>	All students in receipt of Pupil Premium have biannual support meetings with either their tutor or Mrs Johnson, the Pupil Premium Lead.	1, 2, 3, 4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one tutoring/ Small group catch up sessions (for Y10 and Y11 students)</i>	Numerous studies have found this to be one of the most effective methods to maximise academic attainment. Having staff able to take the time to focus on the individual needs of students helps maximise the progress of our students.	4
<i>Careers Advice service</i>	Careers advice ensures that all students are able to identify potential career paths and have something to aspire to and work towards. This means despite potential barriers, all students are aware of what subject choices, grades and other criteria will be required for certain jobs/ further learning paths.	3
<i>Revision guides</i>	Students usually find textbooks useful during revision and it helps reduce anxiety as they know all their notes can be in one place, particularly in subjects where they have struggled or may not have the most complete set of notes. A set of revision guides and exam practice booklets are bought for years 10 and 11 in all core subjects as well as Geography, Languages, History, Computer Science, PE and RE.	2, 4
<i>Digital resources</i>	Ensuring that all students in receipt of Pupil Premium have access to digital resources such as textbooks and wider reading means that all students can access the curriculum. This links with ensuring that all Pupil Premium students have their own electronic device.	1, 2
<i>Extra sessions with the Language Assistants for Year 10 and 11 students</i>	Sessions with a native speaking Language Assistant has been a successful cornerstone of the modern foreign languages department.	4

<i>Electronic devices to access education e.g. Chromebooks</i>	Ensuring students have access to education. Equally much of the homework students are set requires research, the use of online textbooks and other software. One piece of feedback has been that ensuring that students having their own device makes staying on top of homework and home learning much more manageable.	2, 4
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £18,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Educational visits</i>	Almost all education visits can be covered by the Pupil Premium. This means that irrespective of background, all students can experience these visits. AGS runs a wide range of enriching visits that not only build on their knowledge of the curriculum but also provide wider opportunities that students may not otherwise have access to. This also ensures that students in receipt of Pupil Premium are not limited in their subject choices as some require field trips (Geography and Geology etc.).	1, 3
<i>Extra-curricular activities (such as music lessons, gym membership)</i>	Research on both a national and AGS level has found that extra-curricular activities have a significant benefit not only to academic attainment but also in building character and confidence. Most school societies and clubs are free or have a very nominal fee (Chess club is £1), but those that are more expensive can be covered by the Pupil Premium. Many students comment on how much they benefit from the gym membership, which at only £60 a year is $\frac{1}{5}$ the price of highstreet gyms.	3
<i>Uniform (including PE kit)</i>	Ensuring students have access to uniform and PE kit ensures that they can be in school without feeling self conscious about their attire being old	2

	or too small. Having a PE kit means that students in receipt of Pupil Premium can consistently participate in PE lessons which not only benefits their health but also their focus in lessons.	
<i>Counselling support</i>	Ensuring students have the social and emotional support they need. Mental health and wellbeing has been a growing issue over the past 15 years, on a national level, so ensuring they have the professional help they require is necessary both for their wellbeing and academic attainment.	4
<i>Kit for extra-curricular activities e.g. football boots/ cricket pads</i>	Extra-curricular activities have a wide range of attainment and character based benefits. By providing the necessary kit, our Pupil Premium students can have the same access to these activities, whether they are done in school or not.	3
<i>Literacy</i>	Library usage is tracked by the Pupil Premium Lead to see whether there is a significant difference between Pupil Premium students and non Pupil Premium students. All Key Stage 3 students are given a book to read as a cohort as organised by the literacy lead. All prospective Year 7 students are given a book to read before joining AGS.	2, 4

**Total budgeted cost: £48,300**

# Part B: Review of outcomes in the previous academic year (2024-2025)

## Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

### 1. Progress data for Year 11 (July 2025)

It is worth noting that there is no national Progress 8 data for this cohort, due to their disruption in learning whilst in KS2 due to Covid-19. Internal monitoring data showed no statistical significant difference between outcomes for our Pupil Premium cohort.

### 2. Year 11 - careers advice and support

All 12 students met the entry requirement for AGS Sixth Form, 11 students took up their offer.

### 3. Communication and collaboration with parents

Parents were still actively involved in discussions regarding Pupil Premium funding and positive feedback was received for the support that had been given to their child. Parents were also contacted about revision sessions.

The parents of all new students in receipt of Pupil Premium were emailed regarding what they think the money could be spent on. New Pupil Premium students were copied into communications to ensure language used was not a barrier for parents. The Pupil Premium Lead communicated extensively with parents throughout all of the year. Year 7 parents were emailed before their child joined so that uniform, chromebooks and summer camp places could be provided.

### 4. Increased awareness amongst Pupil Premium students for how funds can be spent effectively

The role of the Form Tutor continued to be emphasised through formalised Termly meetings which proved to be effective - this was then monitored by the Pupil Premium Lead, with additional support given, where required.

### 5. Resources to ensure access to learning

A key priority during periods of remote lessons was to ensure that students in receipt of Pupil Premium could access learning at home; Chromebooks and home

wifi support enabled them to focus on their learning without barriers associated with a lack of resources at home.

## 6. KS3 literacy

To ensure that levels of literacy in Key Stage 3 students were improved we continued our Literacy strategy for Year 7, by providing each student with a novel for them to read during the Summer break - this then formed a key part of transition learning, in the first month of the Autumn Term. We also introduced spelling and grammar screening to the beginning of the Autumn Term in order to identify and track any gaps in literacy attainment from KS2 to KS3.