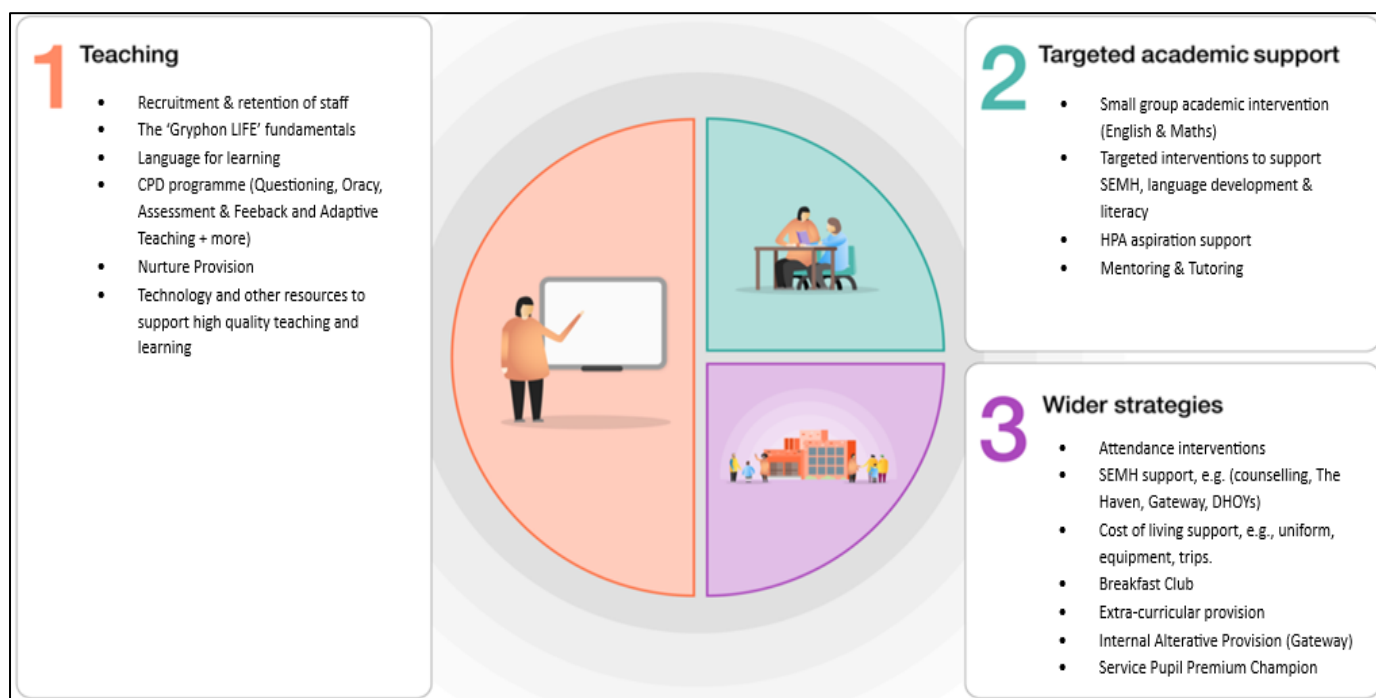


The Gryphon School Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 outcomes for disadvantaged pupils in last academic year.



School overview

Detail	Data
The Gryphon School	
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23–2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jim Gower
Pupil premium lead	Ollie Wake
Governor / Trustee lead	Yvonne Bright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,788
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	£282,788

Part A: Pupil premium strategy plan

Statement of intent

As a school with a Church of England foundation it is important that this strategy plan is read in the context of the great commandment that we “love our neighbours as ourselves”. All students are unique and precious individuals, who have the right to feel safe, enjoy their time at school, be treated with dignity and respect allowing them to thrive. At the heart of The Gryphon School is our determination that our community experiences “life in all its fullness” (John 10:10).

Our intention is that all children and young people, irrespective of their background or the challenges they face, make good progress and attain high levels of achievement across a broad and balanced curriculum. Our pupil premium strategy is focused on equity of provision in order to ensure that all students can access the curriculum and wider opportunities offered within our school community.

Evidence-informed practice, supported by high quality continuous professional development, and an unrelenting focus on quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged students in our school too. Targeted academic support and wider strategies are also used based on the EEF three tier model and menu of approaches.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through attendance interventions and SEMH support, for pupils whose education has been worse affected by the COVID pandemic, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted take a holistic approach to students’ development.

To ensure we are effective we will:

- Ensure all students have the necessary tools to access their learning
- Act promptly to intervene at the point needs are identified
- Adopt a whole school approach in which all staff take responsibility for raising expectations of what students can achieve
- Be certain that disadvantaged students are positively challenged in their learning

Challenges

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

Challenge number	Detail of challenge
1	Literacy: Assessments, observations and discussion with students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Numeracy: The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest many pupils particularly struggle with problem solving tasks. Many lower attaining disadvantaged students lack metacognitive strategies when faced with challenging tasks.
3	Attendance: Our attendance data indicates that attendance among disadvantaged students has been lower than non-disadvantaged students for some time. Attendance issues have been exacerbated by COVID-19 nationally, as well as locally, particularly amongst this demographic. Internal assessment data shows the negative impact of absenteeism on disadvantaged students' learning and progress over time. These findings are backed up by several national studies.
4	SEMH: Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression, low self-esteem and EBSA (emotionally based school avoidance). We have seen an increase in mental health issues in high attainers at KS4. This coupled with SEMH issues amongst disadvantaged learners linked to deprivation, the cost-of-living crisis and social mobility, has had a subsequent impact on attainment.
5	Aspiration: We have identified a lack of aspiration amongst some of our high prior attaining students from disadvantaged backgrounds. This could be linked to social context and our rural community.

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
An increase in the % of disadvantaged students making better than expected progress in English.	Academic outcomes demonstrate that disadvantaged students achieve a narrowing gap between disadvantaged and non-disadvantaged students, including both KS3 and KS4 academic achievement. A high percentage of disadvantaged learners have an expected age-related reading score, before starting KS4.
An increase in the % of disadvantaged students making better than expected progress in Maths.	Academic outcomes demonstrate that disadvantaged students achieve a narrowing gap between disadvantaged and non-disadvantaged students, including both KS3 and KS4 academic achievement.
To narrow the gap in overall attendance figures between disadvantaged students and non-disadvantaged students.	Improved attendance demonstrated by: Overall absence rate for all students being no more than 6% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced. Percentage of all students who are persistently absent being below 25% and the figure among disadvantaged students being no more than 10% lower than their peers.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained high levels of well-being demonstrated by: Qualitative data from student voice, SEMH assessments, student and parent surveys and teacher observations. An increase in participation in enrichment activities, particularly among disadvantaged students.
To improve aspiration for HPA disadvantaged students.	Narrowing gap between disadvantaged and non-disadvantaged HPA students, in KS3 and KS4 academic progress. School reward system and extra-curricular engagement demonstrates students' contribution and commitment to their learning, community and skill development.

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: £188,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Pupil Premium coordinator	Successful schools have clear responsive leadership supporting attainment of disadvantaged students. Parental Engagement Guidance Report EEF Parental engagement EEF	1, 2, 3, 4 & 5
The “Gryphon LIFE” Fundamentals	High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged students. Great Teaching Toolkit EEF	1, 2, 3, 4 & 5
Language for Learning	Focused on building teacher knowledge and pedagogical expertise, curriculum development and purposeful use of assessment. Effective Professional Development Guidance Report EEF	1, 2, 3, 4 & 5
CPD Programme (Questioning, Oracy, Assessment & Feedback, and Adaptive Teaching)	Supporting continuous and sustained professional development on evidence-based classroom approaches is important to develop the practice of teachers. Metacognition and self-regulation EEF Effective Professional Development Guidance Report EEF	1, 2 & 5
Nurture provision	High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged students. Cognitive science approaches in the classroom - A review of the evidence EEF List-of-phonics-teaching-programmes EEF Guidance reports - SEND EEF	1, 2, 3, 4 & 5
Technology and other resources to support high	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology has	1, 2, 3, 4 & 5

quality teaching and learning	the potential to improve assessment and feedback, which are crucial elements of effective teaching. Digital Technology Guidance Report EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small academic intervention (English & Maths)	Intensive individual support, either one to one or as a small group, can support pupil learning. One-to-one tuition EEF Small group tuition EEF	1, 2, 3, 4 & 5
Targeted Interventions to support SEMH, language development & literacy	Students may require targeted academic support to assist language development, literacy or numeracy. Reading comprehension strategies EEF Phonics EEF	1, 2, 3, 4 & 5
HPA aspiration support	Aspiration approaches are diverse and may focus on teaching practice, out-of-school interventions or extra-curricular activities involving peers or mentors. Aspiration interventions EEF	1, 2 & 5
Mentoring & Tutoring	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentoring EEF	1, 2 & 5

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

Budgeted cost: £67,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & behaviour interventions	There are a range of approaches which aim to improve school attendance and behaviour, including parental communication approaches and	3 & 4

	targeted parental engagement interventions. Attendance interventions EEF Behaviour interventions EEF Working with parents EEF	
SEMH support	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Social and emotional learning EEF	1, 2, 3, 4 & 5
Cost of living support	There is evidence that equipment, uniform and curriculum trips can support children for learning, behaviour and attendance. School uniform EEF	1, 2, 3, 4 & 5
Emergency Food Support	Consistently eating breakfast can lead to academic improvements, due to the nutritional benefits and the social / educational benefits of the breakfast club environments. Breakfast Club Study EEF	3, 4 & 5
Extra-curricular provision	Extracurricular activities are an important part of education and may increase engagement in learning. Arts-participation EEF Physical-activity EEF	1, 2, 3, 4 & 5
External & Internal alternative provision	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Social and emotional learning EEF	1, 2, 3, 4 & 5

Total budgeted cost: £282,788

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 2023-2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year using key stage 4 performance data and our own internal assessments.

Context

The aftermath of the COVID pandemic has been squeezed out of GCSE results in some parts of the UK, however at The Gryphon School and in some parts of the Southwest, students are still feeling its impact. Those receiving their GCSE results this year, were in their first year of secondary school when the pandemic began (early 2020) and spent several months in lockdown accessing their learning remotely. For some of our most disadvantaged and vulnerable students, many of whom were classed as living in poverty, struggled to effectively engage with their education due to many variables and we can see the lasting impact of lockdown to this day. Research shows (Education Policy Institute) that "the pandemic and austerity experienced by some students, led to pupil absence, geographical inequalities and a growing attainment gap between pupils from low-income backgrounds and their peers – equivalent to 19 months of learning by the time they sat their GCSEs".

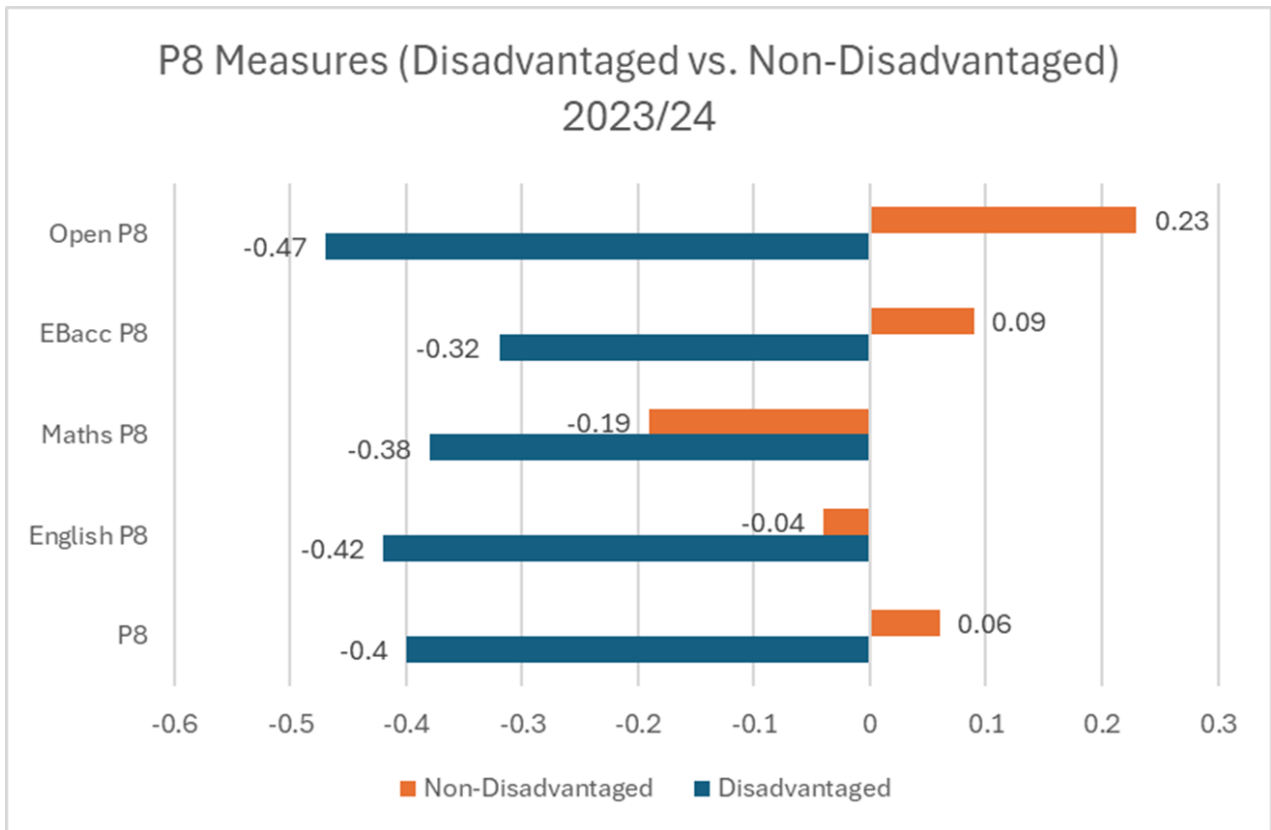
<https://www.theguardian.com/education/article/2024/aug/22/england-gcse-results-show-ingrained-social-and-regional-inequality-post-covid> .

Outcomes for 2023-24 at The Gryphon School saw variations in performance between disadvantaged and non-disadvantaged students as listed below, with the attainment gap remaining relatively stable compared to 2022-23.

Teaching

The headline figures show that our cohort of 42 Disadvantaged students in Y11 performed as follows:

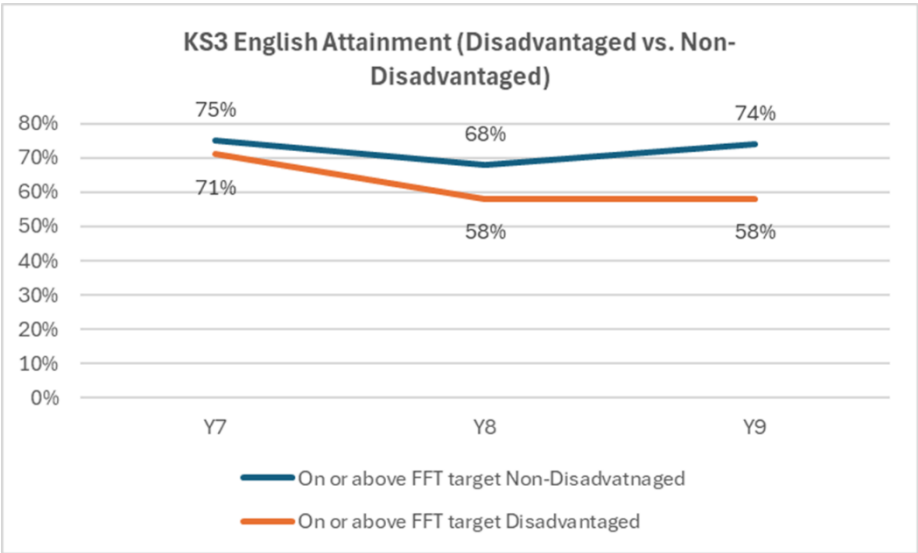
<i>*(2022-23 in bold)</i>	Disadvantaged	Non-Disadvantaged	Gap
Cohort	42 (41)	197 (195)	
P8	-0.40 (-0.264)	0.06 (+0.234)	-0.46 (-0.498)
English P8	-0.42 (-0.20)	-0.04 (+0.046)	-0.38 (-0.246)
Maths P8	-0.38 (-0.427)	-0.19 (0.11)	-0.19 (-0.537)
EBacc P8	-0.32 (-0.267)	+0.09 (+0.399)	-0.41 (-0.666)
Open P8	-0.47 (-0.195)	+0.23 (+0.415)	-0.70 (-0.610)
Students achieving a positive P8	38.1% (54%)	55.6% (57%)	17.5% (3%)



There has been a narrowing in the attainment gap between disadvantaged and non-disadvantaged, but only slightly (P8). The gap in English P8 has grown, but the P8 performance in English across the whole cohort dropped considerably, something of an anomaly compared to previous years. The gap in Maths has reduced somewhat, as well the EBacc P8. The Open P8 gap has grown, as has the overall gap % in students achieving a positive P8.

KS3 English

- Y7: 2023-24** - 75% on or above FFT, 71% Disadvantaged on or above target.
- Y8: 2023-24** - 68% on or above FFT, 58% Disadvantaged students on or above target.
- Y9: 2023-24** - 74% on or above FFT, 58% of Disadvantaged students were on or above target.

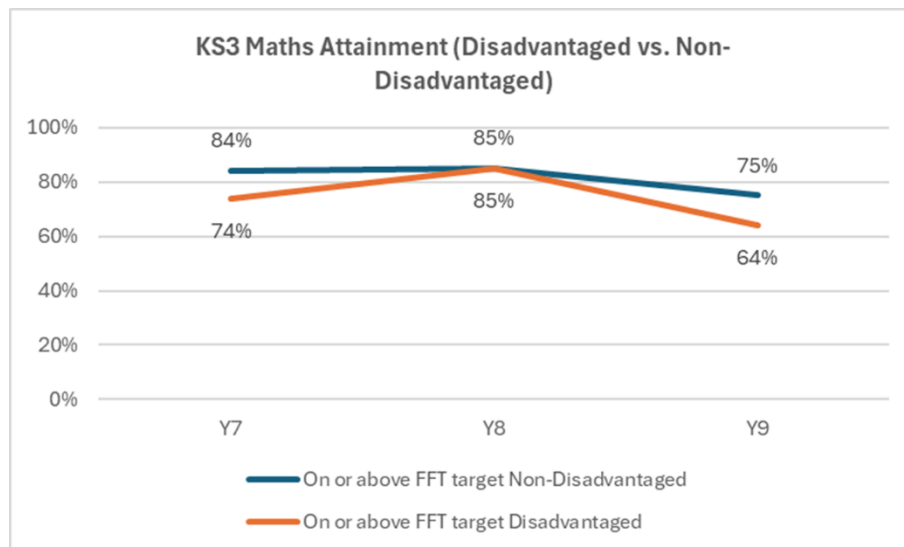


KS3 Maths

Y7: 2023-24 – 84% on or above FFT, 74% Disadvantaged on or above target.

Y8: 2023-24 – 85% on or above FFT, 85% Disadvantaged students on or above target.

Y9: 2023-24 – 75% on or above FFT, 64% of Disadvantaged students were on or above target.



Nurture English (8 students)

Language: P8 = -1.114

Literature: P8 = -0.729

Nurture Maths (10 students)

P8: -1.114

Targeted Academic Support

One-to-one & Small group tuition

As part of our Year 11 RAP (Raising Attainment Plan), several underperforming PP students were identified using review data and offered English and maths intervention during tutor times. 18 students were targeted in English (with a success rate of 50% gaining a pass in at least one English or getting their FFT benchmark). Overall English P8 (disadvantaged) was -0.42. A similar number of students were targeted in Maths. Overall Maths P8 (disadvantaged) was -0.38, which was an improvement on 2022/23 (-0.427).

Nurture provision – Early reading support

In 2023/24, a greater focus was put on targeted early reading support and phonics development through our Nurture provision. Nurture students who were identified as having decoding gaps were forensically assessed for phonics understanding. Intervention was provided for students and progress monitored. As well as early literacy support, a continued emphasis on SEMH was sustained, using SDQs (strength & difficulties questionnaires) as a measuring tool.

Nurture Progress Data 23-24

Year 7 (Cohort 2023)

Progress Sep-Jun	Comprehension SS Progress	Spelling SS Progress
PP	3.33	0.38
Non-PP	2.33	1.5
Overall	2.76	1.05

Of our PP students, two moved from Nurture to mainstream, both having made some excellent progress in reading and spelling scores, and one non-PP moved.

Three of our students received phonics and early reading intervention throughout 23-24 and have made an average of 4.66 points improvement in their STAR comprehension tests. One of these is PP and has made 7 points progress in the year (17 months' worth of progress). All three of these students are now beyond systematic phonics, and are developing their fluency skills during interventions, whilst continuing to improve their spelling.

SDQ data Year 7	Pro-social progress	Total Difficulties progress (negative numbers suggest difficulties have reduced)
PP	2.4	-3.4
Non-PP	2.2	-3.1
Overall	2.4	-3.3

Year 8 (Cohort 2022)

Progress Sep-Jun	Comprehension SS Progress	Spelling SS Progress
PP	-0.67 (3.8 w/o Student 1)	1
Non-PP	1.67	0.5
Overall	1	0.6

Our PP students made an average of -0.67 points progress during the year, however this is skewed by Student 1 who scored the lowest score possible on the assessment, but had previously consistently scored over 20 points higher. Removing this score from the data suggests a positive movement of 3.8 points.

One of our PP students began a reintegration from Gateway into Nurture at the end of the year, so her scores are not included in the table above due to missing data, but she has made a positive start, so we expect to see progress in her reading and spelling scores this coming year.

Five students had fluency reading interventions and have made collectively 1 point progress since their first assessment at the beginning of year 7, however one of these students is Student 1: when removed students have made 3.75 points progress collectively.

Two students (non-PP) have received reading, spelling and language interventions. As their reading level is lower than accessible by the STAR reading test, their scores for the comprehension SS scores above have not improved, however, phonics assessments show they have made progress from Set 1 phonics at the beginning of the year to Set 3 phonics by June.

Year 9 (Cohort 2021)

Progress Sep-Jun	Comprehension SS Progress	Spelling SS Progress
PP	1	0.2
Non-PP	3.41	-1.5
Overall	2.52	-0.84

Focus for this group was on reading fluency and comprehension and this is illustrated in the progress made, especially by those with high attendance. One of our non-PP students, received regular reading intervention, beginning with phonics sounds and moving into fluency support by the end of the year and made 3 years' worth of progress in one year. Introduction of a fast-paced read with fluency emphasis, meant that a PP student improved by 12points (1 year 8 months) in a year, and another non-PP made 15 points progress (1-year 10months).

The implementation of a social skills and behaviour curriculum is now embedded, including explicit teaching of Zones of Regulation, self-awareness and regulation, friendship, resilience, and future aspirations. Also, the Nurture curriculum is now fully aligned with mainstream, meaning there is fluency and consistency in schemes of work and assessments.

HPA Disadvantaged programme & Extra-curricular clubs

Our HPA programme focused on supporting the progress of high attaining disadvantaged students, maximising participation in extra-curricular activities and increasing awareness of careers and raising aspirations. Strategies included subject specific academic mentoring, personalised support with option choices and applying equity to involve this target group in as many trips and visits as possible. We facilitated two trips to The Newt, in Somerset, to promote interest in the environment and conservation work. 19% of all students that attended our Challenge Plus programme, were PP students (6 students). The profile of the group was maintained with staff throughout the year with email reminders and HPA specific lunches held to help promote the opportunities of offer for this community of students. The GCSE performance (Progress 8 measure) of our Y11 PP HPA students was as follows (4 students) = - 0.09 compared to non-PP HPAs = - 0.61.

The Gryphon School provides a varied and inclusive extra-curricular programme, which helps to encourage students from all backgrounds to develop interests in particular fields or to pursue excellence. The extra-curricular offer forms part of our plan to raise aspirations (using ASPIRE to help record/analyse attendance) and encourage students to leave their comfort zones and live life in all its fullness. During the 2023/24 academic year, extra-curricular clubs and events included a variety of sports (football, netball, softball, rugby, dodgeball) and creative arts projects (art club, Lego, choir, drama, whole school productions). We had 307 Pupil Premium recipients in 2023/24, with 55% (168) of all students attending at least one extra-curricular club. We are extremely proud of these engagement levels and have seen the incredible impact that these opportunities have had on some of our most disadvantaged learners (e.g., affiliation with professional sports teams; Southampton FC, Bath Rugby; articles written in the Sherborne Times; performance and engagement in stage shows).

12 FSM students have moved from Y11 on to our 6th Form (11 FSM students made the transition in 2022-23) and 6 former FSM students have moved on to university this year: Notably 1 x Oxford and 1 x Cambridge.

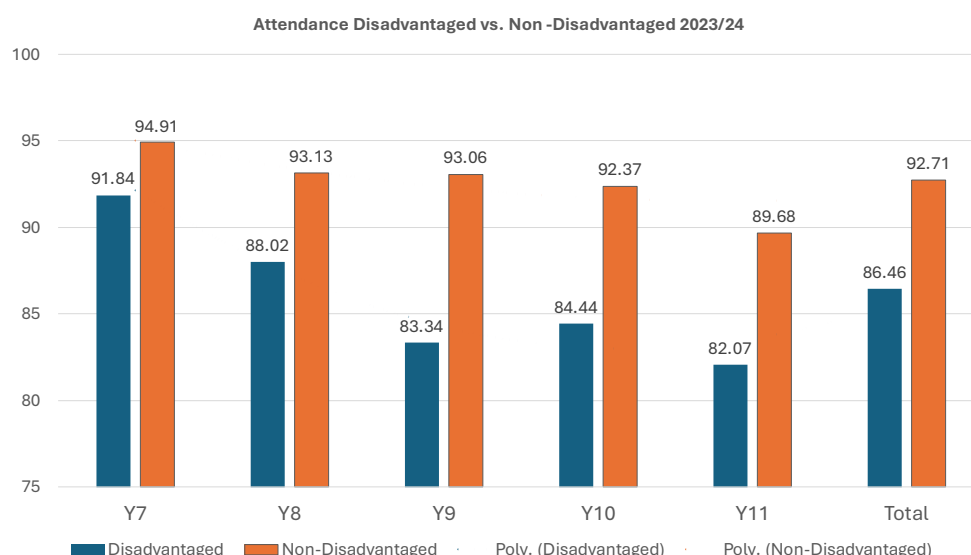
Wider Strategies

Attendance

Attendance continues to be a significant local and national issue, with a contributing factor cited as being a change in views and habits amongst families, following the COVID-19 pandemic. There is a strong correlation between disadvantaged students and persistent absenteeism nationally, and this is certainly apparent at The Gryphon. Despite ongoing concerns, we did see some areas of improvement in 2023/24 compared to 2022/23. Our Y7 attendance data improved in all four of the sub-areas listed below, however the overall attendance of disadvantaged learners in Years 9, 10 and 11 dropped slightly. The whole school attendance figure for disadvantaged students improved by just under 1%, compared to 2022/23, as did the overall percentage of students being classed as persistently absent (<90%). Attendance continues to be a priority focus for The Gryphon school, with new and creative approaches being embedded within our ongoing plan and SIP.

	Disadvantaged	Non-Disadvantaged	Gap	Disadvantaged Persistent Absentees	Non-Disadvantaged Persistent Absentees
Y7	91.84 (89.65)	94.91 (94.12)	-3.1	28.57 (42.86)	9.39 (14.06)
Y8	88.02 (82.71)	93.13 (94.27)	-5.1	42.86 (44.44)	16.67 (14.59)
Y9	83.34 (83.92)	93.06 (90.48)	-9.7	56.52 (52.17)	18.52 (26.56)
Y10	84.44 (85.30)	92.37 (91.79)	-7.9	51.16 (46.67)	18.42 (24.35)
Y11	82.07 (86.52)	89.68 (89.90)	-7.6	50.00 (60.98)	30.96 (31.96)
Total	86.46 (85.56)	92.71 (92.16)	-6.3	44.92 (48.94)	18.97 (22.38)

Attendance (Disadvantaged vs. Non-Disadvantaged)



In addition to the above, we ran a new initiative for Year 11 which saw all Pupil Premium students allocated a mentor in the lead up to their mock and GCSE exams. Students were offered an incentive over a 6-week period, which would be achieved through daily attendance and completion of revision tasks. The strategy proved to be a success, and it helped to improve

attendance and engagement for the cohort (90.39%). The P8 gap for disadvantaged vs. non-disadvantaged narrowed slightly (-0.46, compared to -0.498 previously).

Another strategy implemented during the 2023/24 academic year, was the use of pre-parents evening phone calls for all Pupil Premium students. Each parent had a phone call two weeks prior to the evening, helping to inform and facilitate bookings. The aim was to improve parental engagement and overall attendance to each event. PP Parent attendance = Y7: 91%; Y8: 68%, Y9: 80%, Y10: 80%).

SEMH

The social, emotional and mental health of young people has been described as a national crisis, with more than a quarter of a million children and young people still waiting for mental health support after being referred to Children and Young People's Mental Health Services (CYPMHS). At The Gryphon School we provide a number of different creative and tailored SEMH interventions to help support some of our most vulnerable learners who may need mental health or well-being support. We have observed several students across our KS3 and KS4 stages, struggling with self-regulation, anxiety and EBSA (emotionally based school avoidance). As a school we continue to offer a variety of interventions, with a number of these funded by our Pupil Premium budget:

Tailored SEMH interventions	
1-1 support	Social Skills
Counselling	Listening Ear
ELSA	Nurture Tutor Group
Mentoring	Gateway

We use Provision Maps to monitor and evaluate the effectiveness of many of these interventions. According to our Provision Map data, 33 Pupil Premium students had an applied SEMH provision (23/24), with an average outcome of 0.29 (as expected progress). Compared to 44 non-PP students that had an applied provision (23/24), with an average outcome of 0.52 (more than expected). A total of 186 SEMH provisions were applied last year, with 94 (51%) of those including a PP student (compared to 92 non-PP).

	Pupils	Average outcome
No pupil premium		
Emotional	9	+0.44 As expected
Social Skills	20	-0.3 As expected
Wellbeing	10	+0.6 More than expected
Average	38	0 As expected
Pupil premium		
Emotional	4	+0.75 More than expected
Social Skills	5	-0.14 As expected
Wellbeing	7	+0.57 More than expected
Average	15	+0.33 As expected
Average/Total	53	+0.09 As expected

Pupil Premium Review – Jan 2022

During the 21/22 academic year, SAST commissioned One West to conduct a Pupil Premium audit review at The Gryphon School.

The audit opinion outcome was that the assurance rating was identified as **Level 4 Substantial Assurance**, the systems of internal control are good with a number of strengths evident and substantial assurance can be provided as detailed within the Assurance Summary.

The Assessment Key Control Objectives were as follows:

- **Excellent** - Processes and systems are in place to determine the need of each individual pupil that receives funding.
- **Excellent** - Pupil Premium strategies are promoted on the School website.
- **Good** - There is clear evidence of the "impact" of spending decisions, expenditure is appropriate.
- **Good** - Local Governors fulfil their responsibilities.

The audit identified the following strengths:

The Auditor can confirm that the School records of Pupil Premium students match against the Pupil Premium list provided by the Local Authority. Through testing the Auditor was able to ascertain that Pupil Premium students are being monitored to understand their spending against funding and this is being recorded regularly. Comprehensive records were held on the SISRA system and Provision Map.

The Auditor ascertained through review using Provision Map, the School can demonstrate that they are fully aware of how much they have spent on each pupil.

Assessments for KS4 & KS5 students take place every half term (six times per year), every term for KS3 students (three times per year) and this assessment data is input into SISRA. SISRA tracks and analyses each student's achievement data, which is discussed at Senior Leadership Team meetings at every assessment point, throughout the academic year.

The Assistant Headteacher who is responsible for Pupil Premium, meets regularly with the Heads of Year and the Disadvantaged Co-ordinator to discuss each years' cohort, taking into consideration assessment data and formulating a plan, understanding which provisions will be most suitable to each student requiring interventions, putting them in place and analysing finalised interventions.

At the first day inset day in September each academic year, the Pupil Premium strategy is shared with all staff. The School takes guidance from the Education Endowment Foundation which provides clear and actionable recommendations for teachers/senior leaders, based on the best available evidence. The School believes improved student outcomes are supported by providing strong teaching and learning, therefore, all staff inset, and professional development is centred around this. Amongst other strategies the School provide teaching and learning meetings, training around marking and testing and undertake learning walks, student work scrutiny and student voice

to inform this. The requirement for staff to understand their disadvantaged cohorts also forms part of the annual staff appraisal.

It is a requirement of the DfE that the Pupil Premium strategy must be published on the School's website by 31st December, which the School has complied with. From 2021/22 academic year, schools must use the template that the DfE have provided to publish the Pupil Premium Strategy Statement, and this is now a condition of the funding. The Auditor reviewed the Schools website and can confirm that the School have used the DfE template to report the Pupil Premium Strategy Statement, which documents the review of outcomes in the previous academic year and potential spend in the coming academic year.

There was also additional Recovery Premium funding for 2021/22 which supported schools with education recovery following the Covid-19 pandemic. It was based on Pupil Premium eligibility, to provide further Final Internal Audit Report – SAST - Visit 2 - The Gryphon School - Pupil Premium Review 5 support to disadvantaged students and schools should spend this premium on evidence-based approaches to support students, in line with the Education Endowment Foundation's Pupil Premium guide. The Auditor could see from review that the additional sum of £27,550 has been included in the 2021/22 Pupil Premium Strategy Statement.

With the Headline figures from SISRA within the Headteacher's Report the Auditor could confirm that the information provided to them was appropriate.

The Auditor could see that the slides detailing the school's Covid Catch up Plan was presented and minuted in the 11th March 2021 Local Governing Body meeting minutes. It was documented that the Catch up Plan had been built on the Pupil Premium Plan and the Auditor could see from the minutes that there was relevant discussion and challenge around it.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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?	Counselling support, student voice lunch, chrome books to assist students with homework/independent study.
What was the impact of that spending on service pupil premium eligible pupils?	Students aware of which staff to talk to if there was an issue; all students who requested specialist counselling were able to access this service.