



## Royal Grammar School

### Pupil Premium strategy statement for 2017-18 and review of strategy in 2016-17

1. Summary Information					
School	The Royal Grammar School High Wycombe		PP contact	James Eve – jne@rgshw.com	
Academic Year	2017-18	Total PP budget	£52,545	Date of most recent PP review	Nov 2017
Total number of pupils	1386	Number of pupils eligible for PP	64	Date for next internal review of this strategy	Mar 2018

2. Attainment at GCSE 2016-17		
Measure	RGS pupils 2016-17	National Average non-PP 2015-16*
Progress 8 PP pupils	-0.05	0.12
Progress 8 Non-PP pupils	0.36 (-0.93)**	
% PP pupils achieving A*-C in English and Maths	86	62
% non-PP pupils achieving A*-C in English and Maths	100	
% PP pupils achieving Ebacc	72	24
% non-PP pupils achieving Ebacc	89	

\*National averages based on 2015-16 data. Figures for 2016-17 are not yet available.

\*\*The school's official Progress 8 score of -0.93 was calculated by the DfE without using our IGCSE English results. By taking our IGCSE English results into consideration we calculate this score rises to 0.36.

There was a clear average attainment gap between the 14 Pupil Premium students and non-disadvantaged students in the GCSE cohort of 2016-17. Also notable was the enormous variation in the individual P8 scores of our PP students, which ranged from +1.96 to -3.19. The two lowest P8 scores in the year-group (-3.19 and -1.4) were scored by PP students. Both had been identified early in their time at RGS as concerns, but despite the range of academic and pastoral support put in place did not achieve strong final outcomes. Discounting these, the remaining 12 PP boys emerged with a P8 average of 0.31 – broadly in line with the 0.36 achieved by the year-group as a whole. Evidently, though, there is much we need to improve in order to bring the performance of the group as a whole up to the levels of progress and success displayed by our non-disadvantaged students, and we are committed to remaining focused on this challenging aim until it is achieved.

<b>3. Barriers to Attainment</b>		
<b>A.</b>	PP students in KS3 perform less well than non-PP students in the core subjects of English and Maths, giving them a less secure base from which to be successful across the curriculum and at GCSE	
<b>B.</b>	Due to financial constraints, PP students tend to have fewer opportunities to engage with the variety of extra-curricular activities and trips offered by the School. This can have a knock-on effect in terms of engagement with the School and self-confidence issues.	
<b>C.</b>	Some PP students require additional support in understanding learning styles, study and revision techniques. This becomes particularly notable at GCSE.	
<b>D.</b>	Some PP students come from families with limited experience of post-16 education or of the correct choices to make at A level to ensure they are able to access the university courses and careers they aspire to.	
<b>E.</b>	Some PP students need additional social and emotional well-being support to help them fulfil their academic potential and be happy in school.	
<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A1.</b>	Attainment in English and Maths by PP students in KS3 will be the same as or better than non-PP students in those year-groups. PP students identified as concerns in either subject will receive help and make improvements.	Progress grades will show that PP students at KS3 have the same or better average attainment scores in English and Maths. PP students flagged as concerns will receive extra help and tuition.
<b>A2.</b>	The current attainment gap in Progress 8 scores at GCSE between PP students and non-PP students will be narrowed or closed completely.	A more consistent set of Progress 8 scores for PP students at the end of Year 11 – and one in line with non-PP students.
<b>B.</b>	PP students will be more involved in the wider life of the School and will take part in the same broad range of trips and activities as their non-PP peers.	Wide engagement with trips, clubs, music etc. Improved self-confidence and engagement with school.
<b>C.</b>	PP students will gain a secure knowledge of study techniques and how to revise that will prepare them more effectively for success at KS3 and GCSE.	Current gaps in attainment at KS3 and KS4 will be narrowed. This will also be reflected in results in end-of-year internal exams and GCSEs.
<b>D.</b>	PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.	PP students get priority appointments with external Careers advisors. We would also like to ensure that all PP pupils reach the academic standards for entry into the Sixth Form at RGS.
<b>E.</b>	Identify PP students who need social and emotional support and work with the school's pastoral team to ensure they receive appropriate intervention and help.	Feedback from students, parents and staff, analysis of attendance records and progress grades will be used to determine how effective this support has been.

5. Planned expenditure					
Academic year		2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff lead	When will you review its implementation?
PP students' attainment in English and Maths at KS3 is the same or better than non-PP students in those year-groups.	Use of the Accelerated Reading, MyMaths and SAM Learning programmes currently used by the English and Maths departments to identify boys with low reading ages and weak mathematical skills.	We want all students to be able to access the curriculum and become secure in their learning. Low reading ages and weak mathematical skills affect the progress and engagement of some students.	Work closely with the Maths and English departments to monitor progress in literacy and numeracy.	JNE	Jan 2018
	Offer of 1:1 and/or small-group tuition, external tutors or Sixth Form mentors to intervene with students at risk of under-achieving.	Data from progress grades as well as feedback from boys and parents has suggested that 1:1 and small-group tutoring has been an effective strategy in raising attainment.	Boys will be offered tuition on the basis of progress grades and teacher recommendation. Careful recruitment of tutors, followed by monitoring of effectiveness by student voice feedback and assessment grades.	JNE	Jan 2018
	More rigorous use of data to identify boys falling behind and to track progress. Data from progress grades now includes specific information on attainment in English and Maths, allowing Heads of Year to easily identify boys who are falling behind in these key areas.	Progress data gives us an early indication of which boys are likely to struggle at KS3, and also allows teachers, tutors and Heads of Year to accurately track their progress.	Regular provision of assessment data to tutors and Heads of Year.	JNE	Jan 2018
<b>Total budgeted cost</b>					20000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure that it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review its implementation?</b>
The current attainment gap in Progress 8 scores at GCSE between PP students and non-PP students will be narrowed or closed completely.	Offer all PP students the opportunity to improve their preparation for GCSEs by attending Easter Revision Courses.	Feedback from students who have attended the Revision Courses in the past (both PP students and non-PP students) suggests that they found the Revision Courses very useful in helping them to prepare for their GCSE exams.	The offer of Revision Courses to PP students will be taken after consultation with subject teachers, form tutors and Heads of Year to ensure that the correct subjects are targeted to improve Progress 8 scores and give students the best possible chance of achieving the entry requirements for Sixth Form.	JNE	Aug 2018
	Support PP students' learning by providing revision texts, study guides and other appropriate material to support them at KS4 and in the run-in to the GCSEs.	A number of our PP students do not enjoy the same academic support at home as non-PP students. By providing them with study guides and revision materials, we aim to make them more independent learners with the resources to raise their level of attainment.	Consultation with students, teachers and Subject Leaders to choose revision material for PP students. Early delivery of study guides for Year 10 boys, so they can benefit from these throughout their courses.	JNE	Feb 2018
PP students will gain a secure knowledge of study techniques and how to revise that will prepare them more effectively for success at KS3 and GCSE.	Arrange for Elevate Education to come into school to deliver workshops and seminars on study skills to Year 11. By doing this, we aim to improve PP students' understanding of their own learning styles and the most effective revision techniques.	Elevate have been working with RGS for the past few years to help Year 11 students prepare for their GCSEs, and the feedback from students has been overwhelmingly positive.	Liaise with the Head of Year 11 and Assistant Head in charge of pastoral support to ensure that the Elevate workshop is pitched correctly for our students.	DCB	Mar 2018
<b>Total budgeted cost</b>					10000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review its implementation?</b>
PP students will be more involved in the wider life of the School and will take part in the same broad range of trips and activities as their non-PP peers.	Financial support and encouragement for PP boys to take part in clubs, activities, trips and music lessons. Produce a leaflet for parents of PP boys that outlines the opportunities provided by the PP fund. Also circulate a questionnaire to the parents of PP boys to find out how their experience of the school differs from non-PP boys.	RGS runs a wide range of extra-curricular clubs, activities and trips. The challenging financial circumstances faced by many PP students means they are unable to make the most of these opportunities. Aside from broadening the life experiences of those who take part, involvement in the wider life of the school is beneficial in terms of improved self-confidence, sociability, resilience, and academic attainment.	Ensure that all staff are familiar with the list of PP boys in their classes and departments. Update existing PP booklet so that all staff are aware of how PP funds can be spent to ensure the involvement of PP boys.	JNE	Jan 2018
PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.	Work alongside school Careers office to finance and organise visits from Connexions Careers advisors. PP students will be given first priority in booking appointments with the external advisors.	Some PP students do not come from families where there is much experience of higher education or careers advice. Independent advice from expert advisors will be invaluable in directing them in their A level choices.	Work with LXS to set up Careers advisors visit and then help identify boys who would most benefit from appointments.	LXS	Feb 2018
Identify PP students who need social and emotional support and work with the school's pastoral	Liaise with pastoral team to offer financial assistance to assist them in supporting our most vulnerable PP boys. Also: encourage PP boys to	Some PP pupils have home lives that make it difficult for them to achieve their academic potential. The School has the resources to	Regular communication with the pastoral team to identify boys who would benefit from support, and effective advertising of Homework Club	JNE	Feb 2018

team to ensure they receive appropriate intervention and help.	take advantage of the quiet working space in after-school Homework club.	help here as well as offering an environment that supports good academic progress.	plus checking of registers against list of PP boys who most need a quiet space.		
PP have all the kit and equipment they need to learn and participate in the curriculum (includes Y8 iPads scheme, uniform, sports kit etc)	All staff make sure that students have the necessary equipment and request to provide this if necessary.	Students from households with little surplus income often struggle to provide items that are taken for granted by non-PP students. This can not only have a direct impact on their learning, but also serve to increase disengagement.	Work closely with all staff to identify students in need. Ensure that parents of PP students are aware of how to access financial help.	JNE	Jan 2018
Free School breakfasts in the canteen for boys eligible for FSMs	The school will offer a free breakfast each day to any boy currently eligible for FSMs due to financial constraints.	Regular and healthy eating is vital in maintaining focus and engagement in lessons.	Offers made directly to parents of PP students. Follow-up those who do not respond.	JNE	Jan 2018
<b>Total budgeted cost</b>					<b>25000</b>

6. Review of Expenditure				
Academic year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact? Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
To ensure that all our Pupil Premium students can fulfil their potential both inside and outside of the classroom, thereby closing the attainment gap.	Employment of two Learning Mentors to work alongside PP students and other students in small groups and on a 1:1 basis. Interventions were largely academic, but Learning Mentors also helped students with organisation and study/revision techniques.	The results of this strategy were mixed. Some boys performed strongly in end-of-year (internal) and public exams, while others continued to struggle. The majority of interventions took place in English and Science. Some boys in Year 11 were withdrawn from triple Science classes to attend smaller guided sessions aimed at preparing them for Dual Award Science. Final GCSE results in English were relatively strong, compared average GCSE grade achieved by PP boys. In Science, results lagged behind the average grade score, though they still showed significant improvement compared with the January mocks.	Some boys found withdrawal from regular lessons to small-group tuition difficult to deal with, despite the closer supervision and support available to them. This was particularly the case for the handful of boys who had already been withdrawn from other subjects. The strategy of running a Dual Award group, separate from triple-science lessons will not be continued by the school. The Learning Mentors, however, played an important role in supporting boys (both PP and non-PP drawn from the full age-range). Tighter evaluation and monitoring of progress by teachers and Subject Leaders is needed to make this more effective.	31000
	PP funds used to prepare and enter boys for a Level 2 IT qualification (equal to a GCSE).	Grades in the Level 2 IT qualification were relatively high compared to the other grades achieved by the boys. In the case of the PP boys who	This was a successful approach with a good impact on results. Unfortunately, the qualification will not be available from the academic year 2017-18	1400

		took the qualification, the IT grade was the best grade they achieved.	onwards, so we will not be able to continue with this strategy.	
	Provision of 1:1 and small-group tuition, in and out of school, aimed at raising attainment and reducing the attainment gap between PP and non-PP boys.	The impact of these interventions has been good. This has been reflected in improved progress grades and also positive feedback from students and parents.	This is a strategy we would like to offer to more boys in 2017-18. Closer monitoring of the progress grades of PP boys by staff will allow us to put intervention in place.	2000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact?</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
Provide Year 11 students with the opportunity to prepare effectively for GCSEs by attending Easter Revision Courses	PP boys identified through the January mocks and teacher feedback as being at risk of underperforming in their GCSEs were offered the chance to attend Easter Revision Courses in their most challenging subjects.	All three of the PP boys who attended the Revision Courses made significant improvements on the grades they achieved in their mock exams. Student feedback was good.	We would like to offer Revision Courses to all PP boys in 2017-18.	1500
Improve attainment in core curriculum subjects (English and Maths) so that all boys can access the curriculum and develop skills for use in other subjects.	Use of the Accelerated Reading, MyMaths and SAM Learning programmes currently used by the English and Maths departments to identify boys with low reading ages and weak mathematical skills.	Data suggests a good impact from the Accelerated Reading programme. A large number of our boys, both PP and non-PP, have used the MyMaths and SAM Learning programmes – sometimes as part of a teacher-set homework, sometimes independently – though the impact has been harder to measure due to the more ad hoc basis on which these programmes were used.	More rigorous monitoring of these programmes – in particular, MyMaths and SAM Learning – is needed to help us evaluate the progress of our students.	3600

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact?</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b>	<b>Cost</b>
PP students will be more involved in the wider life of the School and will take part in the same broad range of trips and activities as their non-PP peers.	Financial support and encouragement for PP boys to take part in clubs, activities, trips and music lessons. Produce a leaflet for parents of PP boys that outlines the opportunities provided by the PP fund.	Though hard to quantify in terms of raising attainment, the feedback from boys, parents and staff about the effects of extra-curricular involvement on our PP boys are overwhelmingly positive. Almost every boy on our PP list has benefitted in some way from money spent on trips, clubs and activities. Boys have learnt musical instruments, taken part in the Duke of Edinburgh's award scheme, been given financial assistance to travel to Japan and America.	We will continue to spend a significant portion of our PP budget in this way. Feedback from the 2016-17 PP questionnaire suggested that some parents were not aware of the full range of activities that were funded by the PP budget. To address this, we plan to put together a new leaflet for parents, detailing the opportunities available through PP funds.	12000
PP have all the kit and equipment they need to learn and participate in the curriculum (includes Y8 iPads scheme, uniform, sports kit etc)	All staff make sure that students have the necessary equipment and request to provide this if necessary.	PP students have been better-equipped this year.	We learned that this plays a vital role in supporting learning and ensuring that students are fully-engaged.	4000
Free School breakfasts in the canteen for boys eligible for FSMs	The school has offered a free breakfast each day to a number of boys on the PP list, identified by members of staff as being at risk of arriving at school without eating breakfast.	Where the offer of a free breakfast has been taken up, parental feedback has been extremely positive. Boys are thought to be happier and better-focused during the school day.	We will continue with this strategy in 2017-18, and will make the offer of a free breakfast more widely available to all boys who are currently eligible for FSMs.	2500