



Pupil Premium strategy statement for 2019-20 and review of strategy in 2018-19

1. Summary Information					
School	The Royal Grammar School High Wycombe		PP contact	James Eve – jne@rgshw.com	
Academic Year	2019-20	Total PP budget	£46,905	Date of most recent PP review	Sept 2019
Total number of pupils	1405	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Mar 2020

2. Attainment at GCSE 2018-19		
Measure	RGS pupils 2018-19*	National Average non-PP 2018-19
Progress 8 PP pupils	+0.64	Not yet available through DfE
Progress 8 Non-PP pupils	+0.82	
% PP pupils achieving grade 5 or above in English and Maths	100%	Not yet available through DfE
% non-PP pupils achieving grade 5 or above in English and Maths	98%	
% PP pupils achieving the Ebacc at grade 5 or above	79%	Not yet available through DfE
% non-PP pupils achieving the Ebacc at grade 5 or above	80%	

*Progress 8 scores calculated in August 2019, using 4Matrix. Official DfE Progress 8 scores will be available later in the 2019-20 academic year.

There was a Progress 8 gap between the 13 Pupil Premium students and non-disadvantaged students in the GCSE cohort of 2018-19. Both groups, however, are likely to have achieved Progress 8 scores that place them well above the national average (last year this was measured at -0.02). Six of our Pupil Premium boys achieved Progress 8 scores that were higher than the school average; only three gained negative scores – only one of these significantly so. If this one outlying result is removed from the calculation, then the Pupil Premium boys' average Progress 8 score rises to +0.77 – almost exactly in line with the rest of the year-group.

The Ebacc results of Pupil Premium boys are also virtually identical to those of their non-PP counterparts, underlining the high level of achievement of our Pupil Premium cohort.

3. Barriers to Attainment		
A.	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.	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.	
C.	Some PP students require additional support in understanding learning styles, study and revision techniques. This becomes particularly notable at GCSE.	
D.	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.	
E.	Some PP students need additional social and emotional well-being support to help them fulfil their academic potential and be happy in school.	
4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A1.	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.
A2.	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.	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.
C.	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.
D.	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.
E.	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	2019-20				
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.	Development of the role of the Literacy Co-ordinator to identify and support boys in KS3 with weak literacy skills. Expansion of role from Year 7 to Years 7-9.	Relatively weak literacy is more common among Pupil Premium boys than in year-groups as a whole, and hinders their progress in a range of subjects.	Regular meetings with the LitCo and Subject Leader for English to ensure the programme is progressing; regular communication between the LitCo and teachers to ensure the correct boys have been identified; use of GL Assessment literacy tests to identify precise areas of weakness; use of progress data to evaluate effectiveness of support.	DGC	March 2020 and July 2020
	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 2020
	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	JNE	Jan 2020

			voice feedback and assessment grades.		
	More rigorous and consistent use of data (including the use of 4Matrix to calculate provisional P8 scores for boys at KS3) 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. The use of 4Matrix at KS3 (so far it has only been used at KS4) will also us to monitor progress and identify concerns more effectively in Years 7-9.	Regular provision of assessment data to tutors and Heads of Year. Setting up a shared 'data space' on Sharepoint will also allow HoYs permanent access to current and historic data. Work with Subject Leaders data group to find a way to use 4Matrix to convert our current KS3 attainment data into workable P8 scores.	JNE	Jan 2020
Total budgeted cost					15000
ii. Targeted support					
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?
The current attainment gap in Progress 8 scores at GCSE between PP students and non-PP students will be narrowed or closed completely.	Encourage all PP students to improve their preparation for GCSEs by attending Easter Revision Courses.	Analysis of the P8 scores Year 11 students shows that boys who attended the Easter Revision Courses show a bigger upward 'swing' in P8 between the January mocks and the actual GCSEs compared with boys who did not attend the Courses.	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. Parents of PP students will also be contacted directly if	JNE	Aug 2020

			they do not take up the initial offer of places on the Revision Courses.		
	Support PP students' learning by continuing to provide 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. This has proved a particularly popular strategy with PP students over the past two years.	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	Oct 2019
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.	Continue to work with Elevate Education to provide 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	Jan 2020
Total budgeted cost					10000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review its implementation?
PP students will be more involved in the wider life of the School and will take part in the same	Financial support and encouragement for PP boys to take part in clubs, activities, trips and music lessons.	RGS runs a wide range of extra-curricular clubs, activities and trips. The challenging financial circumstances faced by many	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	JNE	Jan 2020

<p>broad range of trips and activities as their non-PP peers.</p>	<p>Improve communication with the parents of PP boys by providing better information about PP funding on our website. 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.</p>	<p>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.</p>	<p>aware of how PP funds can be spent to ensure the involvement of PP boys.</p>		
<p>PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.</p>	<p>Continue to work alongside the 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.</p>	<p>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.</p>	<p>Continue to work with LXS to set up Careers advisors visit and then help identify boys who would most benefit from appointments.</p>	<p>LXS</p>	<p>Feb 2020</p>
<p>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.</p>	<p>Liaise with pastoral team to offer financial assistance to assist them in supporting our most vulnerable PP boys. In 2019-20 this will include investment in the CPOMS system to help maintain pastoral/safeguarding records. Also: encourage PP boys to take advantage of the quiet working space in after-school Homework club.</p>	<p>Some PP pupils have home lives that make it difficult for them to achieve their academic potential. The School has the resources to help here as well as offering an environment that supports good academic progress.</p>	<p>Regular communication with the pastoral team to identify boys who would benefit from support, and effective advertising of Homework Club plus checking of registers against list of PP boys who most need a quiet space.</p>	<p>JNE</p>	<p>Feb 2020</p>

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 2020
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 2020
Total budgeted cost					21000

6. Review of Expenditure				
Academic year	2018-19			
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
PP students' attainment in English and Maths at KS3 is the same or better than non-PP students in those year-groups	Introduction of new Literacy Co-ordinator to identify and support boys in KS3 with weak literacy skills.	Appointment of LitCo took place at the end of the autumn term. Following an initial period in which the LitCo visited other local schools to study their programmes, the first set of Year 7 boys was identified shortly before the end of the Easter term. Support has been welcomed by boys and parents, though it is still too early to measure impact.	The progress of the boys in the LitCo lessons needs to be monitored carefully throughout the 2019-20 academic year. LitCo needs to work closely with teachers – particularly in the English department – to ensure that the right boys are getting support.	2500
	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. There continues to be wider interest and use of the SAM	More rigorous monitoring of these programmes – in particular, MyMaths and SAM Learning – is needed to help us evaluate the progress of our students.	7000

		Learning among staff since the training session held in 2018-19.		
	Offer of 1:1 and/or small-group tuition, external tutors or Sixth Form mentors to intervene with students at risk of under-achieving.	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 2018-19. Closer monitoring of the progress grades of PP boys by staff will allow us to put intervention in place.	6000
	More rigorous use of data (including the use of 4Matrix to calculate provisional P8 scores for boys at KS3) 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.	Provisional Progress 8 scores for boys in Years 10 and 11 were provided to HoYs for the first time in 2018-19, but we did not generate them for boys at KS3. This needs to be investigated in 2019-20. Generated by 4Matrix, the P8 scores were useful in helping to identify boys whose attainment appeared solid on the surface but who were underachieving in relation to their KS2 data.	We would like to make data more readily available to HoYs, so that they can look at how boys in their year-group have performed in previous years. This will involve setting up a shared 'data space' on Sharepoint in 2019-20.	2500
ii. Targeted support				
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
The current attainment gap in Progress 8 scores at GCSE between PP students and non-PP students will be narrowed or closed completely.	Encourage all PP students to improve their preparation for GCSEs by attending Easter Revision Courses.	Uptake of Easter Revision Courses by PP boys in 2018-19 was good (7 out of 12). This was comparable with 2018. Feedback from boys and parents was excellent – they greatly appreciated the additional support provided by	Continue to push the Easter Revision Courses with PP boys and their parents.	3500

		the ERCs during the Easter break.		
	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.	This was the second time this initiative had been rolled out with the PP boys. Fewer took up the offer than in 2017-18, but overall engagement was solid, with six boys receiving full sets of revision guides.	This is a successful strategy that allows boys to be more independent in their learning and revision, and helps to put them on a more equal footing with their non-PP peers. Some boys didn't take advantage of the offer because they had already bought guides. We need to offer the guides earlier during the GCSE course.	500
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.	Pupil and parent feedback from the workshop suggests that they are very useful in preparing our Year 11s for the GCSE exams.	Continue to invite Elevate Education into the school to deliver workshops and seminars to our Year 11s.	3000
iii. Other approaches				
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
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	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	We will continue to spend a significant portion of our PP budget in this way. Some PP parents are not aware of the full range of activities that are funded by the PP budget. To address this, we plan to put together a new leaflet for	13500

	questionnaire to the parents of PP boys to find out how their experience of the school differs from non-PP boys.	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 Argentina, France, Sicily and Morocco.	parents, detailing the opportunities available through PP funds.	
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.	Pupil and parent feedback regarding the Connexions Careers interviews has been overwhelmingly positive. There is high demand for the appointments, but the Pupil Premium boys who have requested appointments have been given priority.	Continue with the strategy and look into the possibility of increasing the number of interview slots available.	2500
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.	Liaise with pastoral team to offer financial assistance to assist them in supporting our most vulnerable PP boys. Also: encourage PP boys to take advantage of the quiet working space in after-school Homework club.	It is hard to quantify the precise impact of the pastoral team, but Pupil Premium money has been used when required to ensure they have the resources needed to support some of our most vulnerable pupils.	Maintain the strategy in 2019-20 and continue to look for additional ways in which to support the pastoral team.	2500
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 will offer a free breakfast each day to any boy	Where the offer of a free breakfast has been taken up, parental feedback has been	We will continue with this strategy in 2019-20, and will make the offer of a free	1000

	currently eligible for FSMs due to financial constraints.	extremely positive. Boys are thought to be happier and better-focused during the school day.	breakfast more widely available to all boys who are currently eligible for FSMs.	
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