



Pupil Premium strategy statement for 2020-21 and review of strategy in 2019-20

1. Summary Information					
School	The Royal Grammar School High Wycombe		PP contact	James Eve – jne@rgshw.com	
Academic Year	2020-21	Total PP budget	£48,580	Date of most recent PP review	Oct 2020
Total number of pupils	1432	Number of pupils eligible for PP	61	Date for next internal review of this strategy	Mar 2021

2. Attainment at GCSE 2019-20		
Measure	RGS pupils 2019-20*	National Average non-PP 2019-20
Progress 8 PP pupils	+0.72	Not available through DfE
Progress 8 Non-PP pupils	+1.22	
% PP pupils achieving grade 5 or above in English and Maths	100%	Not available through DfE
% non-PP pupils achieving grade 5 or above in English and Maths	100%	
% PP pupils achieving the Ebacc at grade 5 or above	92%	Not available through DfE
% non-PP pupils achieving the Ebacc at grade 5 or above	93%	

*Progress 8 scores calculated in Oct 2020, using 4Matrix. Due to Centre Assessed Grades in Summer 2020, there are no official DfE Progress 8 scores for 2019-20.

Due to CAGs, the DfE did not generate 'official' Progress 8 scores for Year 11 students following the release of GCSE results in August 2020. Unofficial data generated post-results using the 4Matrix data management system, however, suggested that there was a Progress 8 gap between the 12 Pupil Premium students and non-disadvantaged students in the GCSE cohort of 2019-20. Both groups, however, are likely to have achieved Progress 8 scores that placed them well above the national average (last year this was measured at -0.02).

Results generated through CAGs were significantly stronger than results in previous years when public exams had taken place. It is no surprise, therefore, that the Ebacc results (% of PP pupils and non-PP pupils achieving the Ebacc at grade 5 or above) were higher than in 2018-19.

3. Barriers to Attainment		
A.	During lockdowns, some PP students are at risk of lacking some of the resources required to engage with remote learning, such as reliable wi-fi or iPads/laptops	
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.	
C.	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.	
D.	Some PP students require additional support in understanding learning styles, study and revision techniques. This becomes particularly notable at GCSE.	
E.	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.	
F.	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
A.	PP students will be fully-engaged in remote learning and will have access to wi-fi and technology on a par with their non-PP peers.	All PP students will have access to wi-fi and devices to access remote learning.
B1.	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.
B2.	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.
C.	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.
D.	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.
E.	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.

F.	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.
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5. Planned expenditure					
Academic year	2020-21				
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 2021 and July 2021
	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 2021
	Offer of 1:1 and/or small-group tuition – including a	Data from progress grades as well as feedback from boys	Boys will be offered tuition on the basis of progress	JNE	Jan 2021

	repeat of the summer catch-up tuitions that was so successful in July 2020. External tutors or Sixth Form mentors to intervene with students at risk of under-achieving.	and parents has suggested that 1:1 and small-group tutoring has been an effective strategy in raising attainment.	grades and teacher recommendation. Careful recruitment of tutors, followed by monitoring of effectiveness by student 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 – carried over from 2019-20 – and also use of Form Tutor Monitoring sheets 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, including the new Form Tutor Monitoring sheets. 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 2021
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	Encourage all PP students to improve their preparation for GCSEs by attending Easter Revision Courses.	Analysis of the P8 scores of Year 11 students shows that boys who attended the Easter Revision Courses show a bigger upward 'swing' in P8	The offer of Revision Courses to PP students will be taken after consultation with subject teachers, form tutors and Heads of Year to ensure	JNE	Aug 2021

students will be narrowed or closed completely.		between the January mocks and the actual GCSEs compared with boys who did not attend the Courses.	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 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 2020
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 2021
Total budgeted cost					12000
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 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. 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.	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 2021
PP students will have access to good educational and Careers advice in order to determine their pathways after GCSE.	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.	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.	Continue to work with LXS to set up Careers advisors visit and then help identify boys who would most benefit from appointments.	SVA	Feb 2021
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. In 2019-20 this will include	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	JNE	Feb 2021

team to ensure they receive appropriate intervention and help.	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.	help here as well as offering an environment that supports good academic progress.	Club 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 2021
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 2021
Total budgeted cost					21000

6. Review of Expenditure				
Academic year		2019-20		
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	Development of role of Literacy Co-ordinator to identify and support boys in KS3 with weak literacy skills.	LitCo took up his post during the 2018-19 academic year and started providing additional tuition to selected Year 7 boys shortly before the end of the Easter term. This has been ongoing during 2019-20 with closer monitoring of the boys and more regular contact with class teachers to check on progress.	So far, the LitCo's work has focused exclusively on Year 7 boys. In 2020-21 he will aim to expand the programme to include boys in Year 8 and Year 9.	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. These platforms	Despite the offer of training sessions for staff, usage of SAM Learning is still uneven across the school, with some departments and individual teachers using it regularly, while others do not use it at all. We need to look at ways of	7000

		have been especially useful following the first lockdown in March 2020 as a way of encouraging the boys to work independently and extend themselves.	promoting SAM Learning among our staff.	
	Offer of 1:1 and/or small-group tuition – including the summer catch-up programme in July 2020 - 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. The summer catch-up programme for pupils in Years 7-10 was held in the first week and a half after the end of the summer term. Staffed by RGS teachers and paid for with Pupil Premium funds, this involved more than 60 boys in total, including a number of Pupil Premium pupils. Feedback from this initiative was very positive. Boys and parents saw it as a chance not only to catch up on lost learning, but also to get back into school and study routines in preparation for 2020-21.	These are strategies we would like to offer to more boys in 2020-21. Continued 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	Repeated lockdowns in 2020-21 meant that some of the planned experimentation with data did not take place. P8 scores were not generated for	Exploration of the viability of using P8 scores for KS3 pupils will be an area to work on in 2020-21.	2500

	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.	KS3 boys. Progress continued to be monitored for these year-groups using CAT data as a baseline.		
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.	Unfortunately, the Easter Revision Course was cancelled due to Covid. This has been a good and popular strategy in the past, though, and we will continue to pursue it in the future with all Year 11 PP boys.	Continue to push the Easter Revision Courses with PP boys and their parents.	3500
	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 third time this initiative had been rolled out with the PP boys. Again, engagement with the scheme was solid, with PP boys receiving full sets of revision guides ahead of the lockdown in March 2020.	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	Arrange for Elevate Education to come into school to deliver workshops and seminars on study skills to Year 11. By doing	Pupil and parent feedback from the workshop suggests that they are very useful in	Continue to invite Elevate Education into the school to deliver workshops and seminars to our Year 11s.	3000

them more effectively for success at KS3 and GCSE.	this, we aim to improve PP students' understanding of their own learning styles and the most effective revision techniques.	preparing our Year 11s for the GCSE exams.		
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 questionnaire to the parents of PP boys to find out how their experience of the school differs from non-PP boys.	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 Argentina, France, Sicily and Morocco.	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 parents, detailing the opportunities available through PP funds.	12000
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.	This year, the Careers Office were highly efficient in giving Pupil Premium boys priority in booking interviews with professional careers advisors. The results was that all 12 of our Year 11 PP boys had a one-to-one appointment with an	Continue to work with the Careers Office to ensure that Pupil Premium boys get priority in booking appointments with advisors.	2500

		advisor. Pupil and parent feedback regarding the Connexions Careers interviews was overwhelmingly positive.		
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 2020-21 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 currently eligible for FSMs due to financial constraints.	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 2020-21, and will make the offer of a free breakfast more widely available to all boys who are currently eligible for FSMs.	1000