

# Pupil premium strategy statement – Royal Grammar School, High Wycombe.

This statement details our school’s use of pupil premium (and recovery premium) 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 the outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data           |
|--|----------------|
| Number of pupils in school   | 1422           |
| Proportion (%) of pupil premium eligible pupils  | 5%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023 - 2026    |
| Date this statement was published  | December 2023  |
| Date on which it will be reviewed  | September 2024 |
| Statement authorised by  | Philip Wayne   |
| Pupil premium lead   | Grant Sheehan  |
| Governor / Trustee lead  | Bennet Carr    |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £51024 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £2967  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0     |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £53991 |

# Part A: Pupil premium strategy plan

## Statement of intent

*The Royal Grammar School, High Wycombe, prides itself on delivering an exceptional all round education for all its students both in and outside of the classroom. However, the P8 of our PP students is -0.28 below their peers, this strategy is designed to have an impact to make progress towards narrowing the gap.*

*Everything done at the RGS is underpinned by our commitment to our values and high expectations of:*

- *Respect*
- *Integrity*
- *Aspiration*

*Our strategy for our Disadvantaged students is driven by this ethos. Our intent is as follows: Everyone in the school community irrespective of background is to be treated with respect. This is facilitated through our drive on character development and belonging as well as staff knowing who our disadvantaged are and treating these with discretion. We act with integrity, we see issues through the eyes of the students to understand barriers to learning with empathy not sympathy and act accordingly to resolve these and break down the deficit discourse that surrounds disadvantaged students.*

*We have high aspirations for all our students, including those who are disadvantaged. This is manifested by the expectation that all students have access to all aspects of school life from the broad reaches of the curriculum across the school and our accredited Area of Excellence of Co-curricular provision (Challenge Partners).*

*At the RGS we firmly believe that the practitioner is the intervention and that relationships are at the heart of student progress. This is the basis of our implementation of this strategy. By forging positive relationships, we can assess need rather than assume it and staff can create the most impactful strategy to benefit our students. Indeed, this approach is one we follow for all our students, but our First in Line approach means that our Disadvantaged students are considered first.*

*This is supported by staff CPD to develop school wide understanding that responsibility for the Disadvantaged is shared by all staff. This whole school approach will lead to a culture of feedback which will be shared by staff supporting the disadvantaged. We will be creating a system of identifying, assessing and monitoring those who are disadvantaged beyond PPG to ensure all students at the RGS are developed into confident and independent learners.*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Raise the profile of PPG students with the staff body in order to improve focus on reducing the progress gap in KS4. PPG students make good progress at the RGS in comparison to national figures but not as well as their non-PPG peers.   |
| 2                | PPG students are more likely to face challenges with self regulation leading to a greater sense of feeling less connected with the wider school community.  |
| 3                | Our PPG students are less confident when facilitating Oracy. This has been evidenced by focused learning walks and student voice.   |
| 4                | Due to financial constraints, disadvantaged pupils need more support and encouragement to engage with the full range of co-curricular activities and trips offered by the school.   |
| 5                | Our FSM students access our pastoral team with a greater rate of SEMH concerns than their peers. More students are being added to the FSM list, the number of Year 7 students qualifying for FSM is more than double the number in Year 11, these students are therefore at greater risk of SEMH. |

## 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  |
|---|---|
| Make progress in reducing the Progress 8 gap between PP students and their peers. Currently the gap is -0.28 (Aug 2023) which has risen from -0.23 (2019) | <ul style="list-style-type: none"> <li>• Department focus on disadvantaged students, evidenced in meetings and the whole school SDP/SEF.</li> <li>• Learning walks and focusing on adaptive teaching</li> <li>• CPD delivered by PPG Lead for staff</li> <li>• High quality careers offer, including support with Post 16 and HE. All Year 11 students will be offered a place at their first choice Sixth Form, College or vocational course.</li> </ul> |
| To achieve and sustain improved wellbeing for our disadvantaged pupils.   | <ul style="list-style-type: none"> <li>• Qualitative data from parent surveys and pastoral check ins</li> <li>• Improved engagement with families by increasing contact and increasing outreach.</li> <li>• Learning walks and student voice reporting</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● Ling governor meeting with PP students to discuss experience and whether the strategy is having impact</li> </ul>   |
| Increase social capital by providing PP students with financial support to attend co-curricular clubs, activities and visits  | <ul style="list-style-type: none"> <li>● Head of co curricular to monitor participation of PPG students in activities.</li> <li>● All PPG students to be invited to an co-curricular club or society</li> <li>● Funding model outlined for how co-curricular and curriculum based activities will be paid for</li> </ul>   |
| Outcomes and experiences of Disadvantaged students are prominent in staff CPD, communications and meetings  | <ul style="list-style-type: none"> <li>● CPD led by PPG lead to all staff</li> <li>● Weekly reminders of DA needs/best practice in Staff Meeting</li> <li>● Updates in Staff Bulletin</li> </ul>   |
| Improved oracy amongst PPG students   | <ul style="list-style-type: none"> <li>● Oracy to be led on by Literacy Lead who will create a programme to boost oracy across the school. There will be a DA focus within this strategy</li> <li>● CPD will include discussion of context of oracy for DA students and how teaching staff can develop this</li> <li>● Improved responses seen in LW and Observations</li> </ul>   |
| Move towards achieving parity of detention % rate between PPG and non-PPG students. Currently 17% of PP students have received a detention in comparison to 14% of their peers. | <ul style="list-style-type: none"> <li>● HoY to analyse behaviour data and follow up - reviewed half termly by PPG Lead.</li> <li>● PPG lead to investigate causes of detentions and intervene when appropriate to support to prevent recurring incidents.</li> <li>● Homework Club running to ensure opportunity to complete</li> <li>● If sanctions are there for not having resources, provide these easily from PPG lead.</li> <li>● If behaviour is an issue, work to resolve underlying issues with pastoral team where possible.</li> </ul> |

## 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: £ 30,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| PPG lead to create, review and implement 3 year plan resulting in collective advocacy resulting in all PPG students feeling a sense of belonging - All staff including Senior Team, Form tutors, teachers and pastoral team have a key role in forging positive relationships. HoY should be leading on student and parent voice. | <a href="https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium">https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium</a> | 1, 2, 3, 4, 5                 |
| Development of the role of the Literacy Co-ordinator to expand Literacy programme from KS3 to all year groups. Planning for oracy next academic year.   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>   | 1, 3, 5                       |

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

Budgeted cost: £ 7,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |   |               |
|---|---|---------------|
| Provision of study and revision resources to help pupils close the attainment gap and/or prepare more effectively for public exams  | <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>                     | 1, 2, 4, 5    |
| Purchase of Accelerated Reader to help identify pupils in need of additional support and also to provide pupils and teachers with the materials necessary to carry out assessments. | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a> | 1, 2, 3, 4, 5 |
| Purchase of SMID Report data management system to allow accurate monitoring of pupil progress at Key Stage 4.   | <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312">https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</a> | 1, 5          |

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

Budgeted cost: £ 15,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure that the full range of co-curricular trips and activities is open to disadvantaged pupils. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a><br><br><a href="https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium">https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium</a><br><br><a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a> | 4                             |

|   |  |                      |
|---|--|----------------------|
| <p>Ensure that disadvantaged pupils have access to all the resources and items to allow them to fully engage (this includes technology such as iPads, uniform and sports kit, breakfast, and transport to school)</p> | <p><a href="https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium">https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p><a href="https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</a></p> | <p>1, 2, 3, 4, 5</p> |
|---|--|----------------------|

**Total budgeted cost: £ 52,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last academic year is the last year of the previous strategy following a redesign by the new PPG lead.

Our PPG Gap has grown in terms of P8 as a result of Covid. In 2019 the gap was -0.23, it now stands in 2023 at -0.28. It has grown most starkly amongst students who are FSM. This is disappointing however, in line with national trends. We are pleased that progress figures as a whole for PPG students are 0.69 which is significantly above the national average.

EBACC entry figures for PPG students is in line with the rest of the school at over 85% which is significantly above the national average.

Data-drops during the year had allowed us to identify PPG students who were struggling and to put extra support in place, including provision of revision guides and textbooks, the offer of places on the Easter Revision Courses, and after-school small-group tuition. This highlights the importance of using progress data on a fine, subject-by-subject basis as well as topline attainment data to identify boys for interventions in future. Our new data reporting tool, SMID Report, will better enable us to identify precisely where progress is weak and target interventions more effectively to close the progress gap.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments. For 2023, the provisional Progress 8 score for our disadvantaged students was -0.12, compared to +0.26 for the cohort. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 70.5, compared to 73.5 for the cohort. Whilst the performance of our disadvantaged students in terms of progress and attainment is encouraging when compared to national figures, it is still disappointing that it is not closer to or at the level of their non-disadvantaged peers. School evaluation tells us that some of this is due to the ongoing impact of the COVID-19 pandemic, particularly on wellbeing, mental health and attendance. Our values, vision and culture focus, supported by work in the newly established Student Hub will further support students to attend and get the support they need to focus their attention and engage with their learning. Work also continues on providing an ambitious and inclusive curriculum, alongside developing a coherent whole-school approach to implementing research strategy and moving away from learning with labels, and moving towards a focus on assessment.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| NTP       | NTP      |