

Summary report of
pupil premium funding
2012-16 and impact on
outcomes at Reading
School.

**Pupil
Premium
Report
November
2016**

Contents

Introduction.....	2
What we believe in.....	4
Funding and expenditure Summary 2011-2017.....	5
Narrowing the gap	9
Celebration of success.....	11
Pupil Premium impact statement	12
Data Summary.....	15
Appendix 1 Frequently Asked Questions.....	17
Appendix 2 Reading School Promise.....	19

Reading School Pupil Premium Report

1 November 2016

INTRODUCTION

The **Pupil Premium** was introduced in April 2011 to provide additional funding to support children who are looked after and those from low income families, including those eligible for Free School Meals. Interventions should have a positive, meaningful impact. It is important to be able to track the spending of the additional funding and also to be in a position to evaluate the effectiveness of measures that have been put in place regarding the improvement of outcomes. We encourage eligible parents to register their child as eligible for Free School Meals so that the maximum Pupil Premium entitlement is correctly allocated. The Pupil Premium, funding for which is additional to main school funding, is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Reading School aims to maximise the achievement of vulnerable boys in our care.

The **Service Child Premium** is a strand of the Pupil Premium paid to schools in respect of pupils whose parents are currently serving in the armed forces. As a member of the State Boarding Schools Association we are actively involved in promoting the importance of the education of Service children.

According to the Department for Education schools have the freedom to spend the funding as they see fit based upon their knowledge of pupil needs - *'Schools will decide how to use the Pupil Premium as they are best placed to assess what additional provision be made for individual pupils.'*

Reading School aims to be a school of opportunity and success for all pupils, including, and especially, those who are in receipt of the Pupil Premium. For this reason the governors introduced additional oversubscription criteria to the admissions policy from 2015 to give greater priority to those Pupil Premium or Service Premium children who achieve the pass mark. We aim to be at the vanguard of developments relating to social mobility as we believe that education has a crucial role to play.

Reading School Pupils eligible for the Pupil Premium are initially identified before commencing their career at Reading School. They are pupils from the following groups:

- Pupils who have been on Free School Meals at any time during the last six years (Ever 6)
- Looked After Children who have been so for at least six months as of 1 April the previous year
- Children with a parent in the armed forces who are entitled to the service premium. The service premium is designed to support children with parents serving in the regular British armed forces. Pupils attract the premium if they meet the following criteria: one of their parents is serving in the regular armed forces; one of their parents served in the regular armed forces in the last 3 years or one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

At Reading School we prioritise those pupils not making sufficient progress in line with benchmarks, in terms of allocating interventions. In addition, pupils from other vulnerable groups who are (relatively) underachieving may also receive additional support as considered appropriate.

The needs analysis for the Pupil Premium is an on-going process throughout a pupil's career at Reading School.:

- Transition into the school
- Following the publication of school report data
- During Pastoral Education Plan meetings for 'Children Looked After' where appropriate
- As part of a review of any other plan or provision.

WHAT WE BELIEVE IN:

At Reading School we believe in narrowing the educational attainment gap.

- We want all our boys to fulfil their talent. We want Reading School students to maximise their opportunities not lose them.
- We believe that it is a priority to unlock the potential of those pupils entitled to Free School Meals and so narrow any gap between those entitled to Free School Meals and their peers.
- We aim to accelerate the progress of pupils eligible for FSM in order to narrow any attainment gap. Strategies can also be used to address other gaps.
- We use performance data to identify gaps. Therefore we seek to identify Reading School pupils at risk of underperforming and challenge those whose progress needs to accelerate.
- We aim to intervene effectively, track progress and change approach where necessary.
- Crucially we do not accept excuses and seek to evaluate, celebrate and share success.
- We wish to communicate the vision of narrowing the gap and provide the drive and commitment necessary to motivate.
- We should listen to pupils and create a culture where success is expected.
- We believe that all should share the Reading School learning culture of 'Excellence, Integrity and Leadership.' There should be no shadow cultures at Reading School.

Summary of Funding 2011-2017 and 2016-7 Priorities

- For **2011/2012** Reading School was allocated: £1869 in three tranches £322.50, £496.50 and £1,050.00
- For **2012/2013** Reading School was allocated: £5607 in four tranches: July 2012 £1050.00, September 2012 £1050.00 December 2012 £1753.50, April 2013 £1753.50.
- In July 2013 we received the first tranche of the **2013-2014** Pupil Premium - £2025.00 and a further £2025.00 in September 2013. The allocation for 2013-2014 was based on pupils on roll in January 2013 and the FSM history. £8100 has been allocated for 2013-14 covering a total of nine pupils aged 11-16.
- We were allocated a total of £9100 for the period **2014-2015**.
- In **2015-2016** we received 4 quarterly payments of £2178.75 in July 2015, October 2015, January 2016 and April 2016

It should be noted that the Pupil Premium is paid in the government financial year (April-March) and we account for it in the Academy financial year (September to August). In 2012-16, c1.5% of our pupils were defined as being eligible for the Pupil Premium using FSM data on all school Censuses since 2006, known as Ever 6. In addition, it should be noted that the number of service children is not provided at school level due to data protection issues. Reading School is accountable for our use of the additional funding to support pupils from low income families and the other target groups stated above. We aim to provide value for money as shown in the Annual Report 2015-2016. We believe that the measure of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils at Reading School. It is important that we consider how well we are spending our allocation of the pupil premium funding. The following details show that our strategies and activities focus on the needs and aspirations of our Pupil Premium cohort and that Reading School has prioritised and targeted expenditure. Our expenditure to meet their needs exceeded the allocated Pupil Premium in 2012-13, 2013-14, 2014-15 and 2015-2016. Furthermore, we also provide details of planned expenditure for the 2016-2017 academic year linked to the Reading School Pupil Premium Promise.

2016-2017 PUPIL PREMIUM PRIORITIES

2016-2017 Targeted Expenditure	Amount
Data tracking to identify the gaps e.g. 4Matrix, Frog.	£1000
Increased parental/carer awareness of Pupil Premium availability and suggested interventions	£500
Careers information and advice	£1000
Mentoring/Targeted support e.g. 1:1 and small group tuition	£1500
Counselling to facilitate well-being	£500
Attendance and Punctuality monitoring	£500
Uniform Provision	£1000
Supported self-study/Learning Material e.g. provision of ICT	£2000
Range of educational experience e.g. Trips, visits	£2000
Range of educational experience e.g. Learning a musical instrument to maximise participation in the life of Reading School	£1000
Pupil Premium Promise and 'Future Stories' activities	£4000
Total Income £14290 Total expenditure £15000	

Pupil Premium Expenditure 2015-2016

Data tracking to identify gaps e.g. 4Matrix, Frog	£750
Independent Careers information, advice and guidance	£500
Mentoring/Targeted Support KS3 and KS4 including core subjects English and Maths	£2000
Counselling to facilitate well-being	£1000
Attendance and punctuality monitoring	£500
Supported self-study e.g. GCSEpod, provision of ICT	£2279
Future Stories activities including Student Leadership Development	£2000
Total	£9029

NB: for 1/4/15 to 31/3/16 - £8715 was received. From 1/4/16 to 31/3/17 £935 per PP student in Year 7 – 11 and £300 per service student In addition, we keep a contingency amount to enable us to be able to respond to needs highlighted over the course of the year and to provide training for staff as necessary.

In the **2014-15** year the £9100 Pupil Premium funding focused on the following strategies, actions and interventions:

- Support in GCSE English and GCSE English Literature focusing on supporting and challenging Reading boys eligible for Pupil Premium funding including children of service personnel as appropriate.
- Provision of 1-to-1 coaching in Core Subject e.g. Chemistry and other mentoring schemes including Senior Leadership
- Provision of improved data analysis systems to strengthen monitoring of the performance of Pupil Premium pupils and Sims Discover and provision of GCSEpod in order to boost learning across the curriculum.
- Increased provision of opportunities for FSM pupils to participate in activities relating to Spiritual Moral Social and Cultural education as illustrated by the Extra-Curricular Programme 2014-2015 publication, including extra-curricular visits, e.g. Duke of Edinburgh Award Cost, Music software/Equipment/Tuition
- Developing opportunities for FSM pupils to participate in Student Leadership programmes including the School Council e.g. accredited student leadership programme and the Duke of Edinburgh Award scheme at Key Stage
- Provision of School Counsellor

In the **2013-14** year the £8100 Pupil Premium funding focused on the following strategies, actions and interventions:

- Support of 'Learning Mentor' (Senior Leadership Member or Head of House) at Key Stage 4 to maximise achievement of target group in core curriculum areas. Cost £2800 (two lesson per 10 day cycle)
- Support in GCSE English and GCSE English Literature focusing on supporting and challenging Reading boys eligible for Pupil Premium funding including children of service personnel as appropriate. Cost £2752 (staffing costs two lessons per 10 day cycle)
- Provision of 1-to-1 coaching in Core Subject e.g. Chemistry. Cost £1214
- Provision of improved data analysis systems to strengthen monitoring of the performance of Pupil Premium pupils and Sims Discover Cost £900
- Increased provision of opportunities for FSM pupils to participate in activities relating to Spiritual Moral Social and Cultural education as illustrated by the Extra-Curricular Programme 2013-14 publication e.g. Duke of Edinburgh Award Cost, Music software/Equipment/Tuition (£500)
- Developing opportunities for FSM pupils to participate in Student Leadership programmes including the School Council e.g. Accredited student leadership programme and the Duke of Edinburgh Award scheme in Year 10. Cost £300 for SSAT Student programme, £160 for Language materials at Key Stage 4.
- Set up and Production costs of Student Alert Booklet (September 2013) Cost £120
- Provision of IT equipment specifically for the use of Pupil Premium pupils (£800)
- Provision of School Counsellor £1000

In **2012-13** Reading School prioritised the use of the £5607 Pupil Premium funding and interventions, provision and a range of activities have been supported with allocations from the funding including:

- Learning and Teaching staffing support in Key Stage 4 with specific reference to English and English Literature Cost £2752
- Provision of learning materials to improve achievement in reading and extended writing with a particular focus on Key Stage 3 £500
- Provision of Counsellor Cost £3350

The principles for spending are linked to our aim to ensure teaching and learning opportunities meet the needs of all pupils at Reading School and we ensure that appropriate provision is made for pupils who belong to vulnerable groups.

We aimed to improve opportunities and accelerate progress. Some of our initiatives may have a positive impact simultaneously on pupils not necessarily eligible for the pupil premium for instance additional support in English lessons at Key Stage 4 and additional pastoral provision focusing on mentoring and counselling support.

'Narrowing the gap' and vulnerable groups

Know the gaps

- In 2016-2017, a member of the Senior Leadership Team, Mr C Evans , Deputy Headmaster, is responsible for the analysis of the data to identify target groups of underperforming, disadvantaged, vulnerable pupils, children looked after and minority ethnic groups. Historic data are utilised to identify patterns/trends and that require intervention in relation to groups, teachers, examination courses or subjects.
- The patterns are tested against live data, linked to the tracking of pupils in Reading School now.
- Analysis is drilled down to groups and individual pupils in order to facilitate and target action for improvement with a focus on narrowing the gap.

Actions taken by November 2016

1. Analysis data available to all staff showing which groups have underachieved or relatively underachieved
2. Evaluation of results of analysis, thereby identifying and discussing potential causes and effects with Heads of Department and Pastoral Leaders
3. Visibility increased and focus sharpened so that specific progress groups have been identified and individuals identified and published. This has ensured that every teacher is aware which pupils are eligible for **FSM** and especially those who need to ***accelerate their progress***
4. A report on the use and impact of Pupil Premium funding produced by the Senior Leadership Team at Reading School for the Pupil Premium Governor, Prof. S Nortcliff, who plays a key role in ensuring that Reading School engages and empowers the Governing Body. Governors have been informed of the data analysis linked to the School Self Evaluation Summary (Updated November 2016)

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2015-2016 CELEBRATION OF SUCCESS

At Reading School we believe that it is important to celebrate success for individual pupils such as those eligible for the Pupil Premium, groups and for the School as a whole.

Therefore, we have sought to maximise the opportunities to consolidate success and reflect. Important components of celebrating success include verbal praise; certificates and the identification of details of the destinations of leavers. The 'Pupil Premium target group' these approaches have helped to raise aspirations and strengthen the perception of the value of education through the following key actions

Actions Reading Foundation Bursary Awards scheme developed

Working in partnership with the Reading Foundation a system of bursary awards have been developed focusing on the strands of 'Excellence, Integrity and Leadership.' £14500 was allocated in 2014-2015 and a further £21000 has been authorised for individual and group awards for 2015-2016. For 2016-2017 the potential allocation has been increased to a maximum total of £25000. Reports are issued by the Headmaster and ratified by the Trustees of the Reading Foundation.

PUPIL PREMIUM IMPACT STATEMENT (1 November 2016)

We believe that successful spending should lead to rising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils at Reading School. At Reading School, we believe that it is important that we consider how well we are spending our allocation of the pupil premium funding and also consider how we could spend it more effectively so that achievement groups are narrowed and indeed ultimately closed. Reading School is accountable for how we use the additional funding to support pupils from low income families and the other target groups stated above. The performance tables show the achievement of pupils who attract the pupil premium. The Pupil Premium has funded activities and interventions that have had a positive impact on progress and attainment. Indeed, a number of measures demonstrate that Reading School has met and continues to meet the needs of our Pupil Premium students, including those relating to: Progress Behaviour Attendance and Attainment. In addition, this comparatively positive impact is triangulated with the views of pupils, parents/carers, DoE data,

In 2015-16, Year 8 and 9 'pupil premium cohort' was **above** the school average.

In 2015-16, the Year 10 'pupil premium cohort' was **above** the school average in terms of progress and attainment

In 2015-16 in Year 13 results for 'pupil premium cohort' was **above** the school average.

Data shows that:

By August 2016, the Years 7-9 'pupil premium cohort' was in line with the school average in terms of progress.

By August 2016, the KS4 'pupil premium cohort' was in line with the school average in terms of progress.

By August 2016, the Year 11 'pupil premium cohort' was **above** the school average in English Language and Mathematics.

The nurturing of a positive climate that focuses on 'narrowing the gap' has been achieved in 2015-2016 through the following areas:

1. Increased focus on the quality of teaching and learning through:

- Employing the best teachers to support pupils with the lowest attainment (especially in English and targeting support in mathematics)
- Teachers knowing the vulnerable pupils well and planning to maximise the progress of FSM (through dissemination of data and the work of the Welfare Board)

2. Improved Governance

Governors engaged through the identification of a nominated pupil premium lead on Pupil Premium and Narrowing the Gap and sharing information and effective practice with governors.

3. Development of a culture of 'no excuses'

The involvement of Heads of House as pastoral leaders and members of the Senior Leadership Team has served to strengthen this focus on nurturing a culture of high expectation. The impact of strategies on the progress and achievement of individual pupils is monitored through Reading School's reporting procedures.

At the end of each academic year, the impact of the package of strategies is evaluated so that recommendations and adjustments can be made for the following academic year.

In evaluating the impact of Reading School's provision we will aim to achieve the following success criteria by July 2016:

- Pupil Premium pupils attainment at the end of each Key Stage will be significantly above the national average and essentially in line with Reading School's performance. (for the cohort as a whole) **Met**
- Rates of 3 Levels of progress from KS2-4 95% in English **Met**
- Rates of 3 Levels of progress from KS2-4: 100% in Mathematics **Met**
- Rates of 3 Levels of progress from KS2-4: 100% in Science **Met**
- Rates of 4 Levels of progress from KS2-4: >80% in English **Met**

- Rates of 4 Levels of progress from KS2-4 : 98% in Mathematics **Met**
- Any persistent absentees will be making significant improvements following work with the Education Welfare Officer. **Met at KS4.**
- Reading School Pupil Premium pupils will have clear and appropriate advice and destinations at the end of each Key Stage. **Met**
- GCSE English results showed an improvement for all pupils including Pupil Premium **Met**
- Progress was made in English where the Pupil Premium pupils exceeded the national average for all pupils. **Met**
- To build capacity for further improvements we have strengthened the teaching in English and Maths to ensure teaching and interventions are robust and timely. **Met**

Summary of comparative performance data for PP cohorts

KS3 Progress Measure English % 2 Levels or more	KS3 Progress Measure Maths and Science % 3 Levels
100%	100%
100%	100%
0	0

KS4 performance data for PP cohort

2015- 2016 Attainment/Progress	Year Group As a whole	Pupil Premium Cohort	Gap
5 A*-A	115 (92.6%)	>1.5% (100%)	+7.4%
5 A*- B	124 (100%)	(100%)	0
3+Levels of progress in English	121 (100%)	(100%)	0
4 Levels of progress	96.7%	100%	+3.3%
3+Levels of progress in Maths	121 (100%)	(100%)	0
4 Levels of progress	100%	100%	0

a) Attainment 8 b) Progress 8	Non PP	PP	
a) 2016 Attainment A	7.67 A*-	7.64 A*-	-0.03
b) 2016 Progress 8	+0.65	+1.3	+0.65

Attendance

We have an encouraging record on attendance as we know how important it is for pupils in fulfilling their academic potential. We want to develop work on attendance further by focusing on the small number of pupils who have higher rates of absence so that they can develop good habits.

Destinations

Our Heads of House and Sixth Form pastoral team have worked hard to advise pupils and to support them with the transition post 16. It is our target that all Year 11 Pupil Premium pupils obtain the results they need in order to stay on in the Sixth Form at Reading School, if they wish to.

The average benchmark of Reading School Pupil Premium pupils is typically GCSE A grade depending on the year group. We are determined that these pupils will have every opportunity to meet and indeed exceed their benchmarked targets.

A crucial, common need for the group is to support interventions and strategies that maximise their potential in core subjects and therefore we prioritise support for English and Mathematics by putting additional resources in these areas

Appendix 1 Frequently Asked Questions Summary

What is the Pupil Premium?

The Pupil Premium is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. In the financial year 2013-2014, it amounted to £900 per pupil (FSM). In 2014-2015 it amounted to £935 per pupil. In 2015-2016, it is £950 per pupil and the figure for service premium is £300 per pupil.

Who is eligible for the Pupil Premium?

Pupil Premium pupils fall into four groups: Those entitled to Free School Meals - Pupils who have been on Free School Meals at any time during the last six years (Ever 6). Also Children in Care or looked after who have been so for at least six months as of 1 April the previous year and finally Service Children

How many Pupil Premium pupils?

Currently we have <1.5% of our 11-16 pupils eligible. However, the % is increasing because of the success of our outreach program and also the changes in our admissions policies.

How do we spend the allocated funding?

According to the DfE we have the freedom to spend the funding as we see fit based upon their knowledge of pupil needs. Reading School aims to be a school of opportunity and therefore we spend the funding on strategies to support pupil achievement including mentoring programmes, IT resources and educational visits and our 'Pupil Premium Promise' (2016-2017).

How are we accountable?

We publish our income and performance data on our website and report impact. We monitor the performance of eligible pupils to ensure that gaps in achievement are closed.

How do staff know who is in the Pupil Premium cohort?

Pupils eligible are identified on SIMS and staff are provided with an updated list of pupils at the start of the year.

How important is extending opportunities for disadvantaged pupils at Reading School?

We think that our commitment to social mobility is illustrated by our firm, sustainable commitment to increasing opportunities and prioritising opportunity for able young people from less advantaged backgrounds

'Future Stories'

Community Project led by Reading School working in partnership with a group of Primary Schools in Reading

Background

Reading School is a long established school in Reading with a desire and commitment to serve the people and community of Reading. Both schools have an excellent reputation for high academic standards and are committed to delivering the best outcomes for their students. It has always been the desire of both schools to encourage aspiration amongst all children in Reading. In addition, we wish to support able children from the local area to consider Reading School as a secondary school option.

To encourage aspiration of more able primary school children, Reading School is undertaking a community project with. initially, eight primary schools in the Reading area. In addition, meetings have taken place with Clare Houlton, Virtual Head of Looked After Children to raise awareness of the admissions policy, particularly in regard to Looked After Children and how the grammar schools might work in partnership with her and her counterparts in other authorities to encourage and raise aspiration of children.

Objectives of the Project

1. Staff from Reading School to provide resources and subject expertise to help raise aspiration and attainment
2. Staff to raise awareness and provide information about the admissions process, eradicating unhelpful myths that have the potential to create barriers.
3. Students to visit the primary schools and work with children providing role models and raising aspiration.
4. To form long standing partnerships between the schools developing mutually beneficial outcomes.

Outcomes

Following initial conversations with the individual headteachers of the primary schools, the following have been identified as possible areas of collaboration:

- Students to run half termly courses in a variety of areas including, for example, sport, music, chess, languages, English and Maths, Literacy, Science and Computer Programming
- Staff from the primary schools (Year 5/6 and headteachers) to visit both grammar schools to familiarise themselves with the schools.
- Staff and students from the grammar schools to visit the primary schools and run workshops including Science, Latin, English/Literacy and Maths.
- Students to act as academic mentors to support students of all abilities, with particular focus on those students who are making limited or no progress.
- Students to support primary school staff in the organisation and involvement in 'super curricular events' and online support,

Reading School Our Promise

Our aim is to make Reading School as open as possible to all children. We know that parents worry about the cost of sending their child to school and we want to take that worry away. If your son is currently eligible, a free school meal will be provided. For any boy offered a place at Reading School, who is eligible for pupil premium (i.e. who has been eligible for free school meals at any point in the last six years) we will provide:

1. **Confidentiality:** about financial arrangements with regard to your son. Assistance is given automatically with the minimum of fuss so that no family can be identified as receiving support. Our School Business Manager is there for you to talk to privately about any financial concerns.
2. **A £200 grant towards transport:** to get your son to and from school.
3. **A grant of £100 per year:** for compulsory school uniform
4. **A grant of £50 per year:** for basic school sports kit. Specialist sports equipment will be provided if your son is chosen to represent the school.
5. **Free essential equipment for lessons:** including free laboratory coats and goggles for science.
6. **Free essential school trips:** which are part of your son's education will be free, e.g. trips to theatres, museums and field trips which form part of teaching subjects in the curriculum. This does not apply to extra-curricular trips e.g. ski trips etc.
7. **One free residential trip in the UK:** this will happen once, usually early, in your son's school career which will help develop independence and friendship.

'A positive attitude creates positive thoughts, events and outcomes. It is a catalyst and it sparks extraordinary results.'



If you have any questions or would like to discuss any concerns you have, please telephone Mr. Robson, Headmaster, at Reading School on 0118 9015600 or email: headspa@reading-school.co.uk