

Summary report of Pupil Premium funding strategy and impact on outcomes at Reading School

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Director of Pupil Premium
November 2025**

Pupil premium report 2024-25

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Pupil premium strategy statement

Reading School strives to provide the best possible education and wider provision of support for its students, particularly those from disadvantaged backgrounds and those in receipt of the Pupil Premium. As a school we have effectively increased the numbers of pupil premium students at Reading School both through continued efforts to improve the accessibility of our entrance test, and through our work to support primary schools.

The funding the school receives for its Pupil Premium students is used in a variety of ways, both to benefit the most disadvantaged students in the PP cohort but also to create opportunities for all.

Many of the interventions detailed in this document are offered to all students, but with a proactive bent towards ensuring the participation of our disadvantaged students: what we do for all is important in the same way as what we do for some.

This philosophy of 'Tilting' extends through and beyond the classroom: whether it is support for taking part in trips, participation in electives and extra-curricular activities, or booking parents evening appointments our intent is to be particularly sensitive to the needs of and barriers faced by our pupil premium cohort.

Through careful planning and work by staff the range of spaces to collaborate, contribute and gain the advantages of connection, confidence and cultural and social capital are broadened. We continue to be guided by the following principles as stated in the EEF Guide to the Pupil Premium:

- Reading School can continue to make a difference and have a positive impact on the outcomes of disadvantaged young people both in the school and beyond
- Professional expertise based on evidence-informed decision-making helps Reading School to compare how similar challenges have been tackled in other organisations and consider the cost- effectiveness of a range of approaches.
- Inspirational teaching is an effective lever to improve outcomes for disadvantaged students. Therefore, using the Pupil Premium to improve the quality of teaching has a particularly beneficial impact on students eligible for the Pupil Premium. Though Pupil Premium grant funding is separate from core funding, there does not need to be an artificial separation from whole school approaches to class teaching and learning
- Pupil Premium students are not a homogenous group and care should be and is taken to understand and support the needs of specific students from this cohort

We continue to prioritise the support needs of pupil premium students as they start life at Reading school in year 6 with significant resources dedicated to transition and the mentoring programs offered to them at this point. Home visits take place to each PP students' primary school and to their home.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and it outlines our broader pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Reading School
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	7.5 (86 students)
Academic year/years that our current pupil premium strategy plan covers	2024-2025 and 2025-2026
Date this statement was published	14th November 2024
Date on which it will be reviewed	March 2026
Statement authorised by	Mr Chris Evans – Headmaster
Pupil premium lead	Mr Tom Evans – Assistant Headteacher
Governor / Trustee lead	Mr D Fisher – Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,025
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,025

Pupil premium impact statement.

We believe that successful spending should lead to rising standards, the narrowing of any 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 to consider how we could spend it more effectively. We are accountable for how we use the additional funding to support pupils from low-income families and other target groups, including previously looked after students.

The Pupil Premium Grant has funded activities and interventions that have had a positive impact on progress and attainment.

Year 7 mentoring:

For the current Year 7 students one of the key areas of additional support is the mentoring program led by our transition lead.

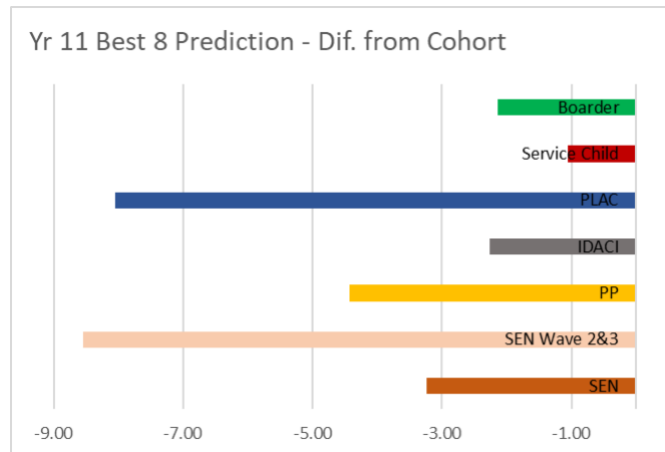
Due to our reporting process, quantifying the effect on student outcomes is not possible, but the students involved in the program shared some of their thoughts, and the excellent feedback is encouraging, giving us confidence that the time spent in peer to peer mentoring, supported by staff with oversight, ensures students are placed in the activities that will most benefit them.

- *The mentors understood how we thought and that helped them help us.*
- *The mentors would go through the work pack and explain it thoroughly*
- *One-on-one tutoring (or in a group) is helpful because you can always have questions answered.*
- *More comfortable talking about opinions*
- *You get to socialise with older students which would not normally happen*
- *Making friends with other classes*
- *Any questions that I had were answered by the Year 10's.*

Year 11 attainment:

For Year 11 students, there is no progress 8 data available due to the lack of KS2 data recorded during COVID. Last year the Best 8 prediction for Year 11 PP students, stood at -6 in November and colleagues worked to support students reduce this gap through intervention, key worker mentoring and other support sessions. The final Best 8 gap for Year 11 in 2025 was XXXX

The Best 8 prediction for current Year 11 students is currently -4, suggesting some small improvement in the residual attainment gap especially when taking into account these students started at a pass mark premium at the start of their time at Reading School.

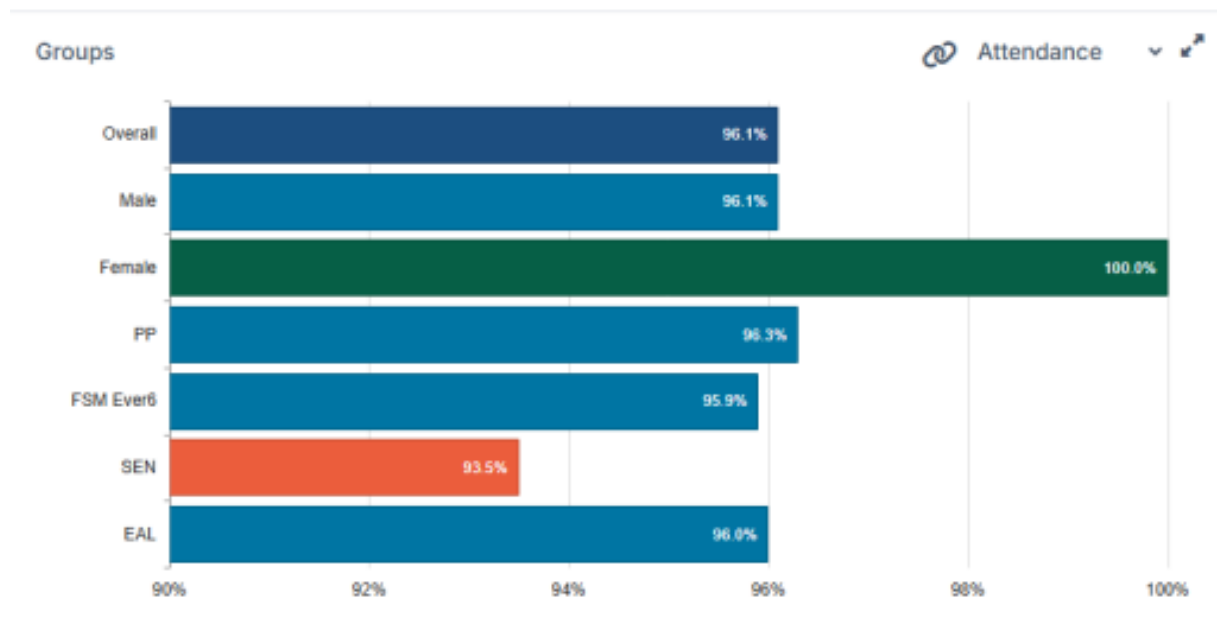


Behaviour and Attitudes:

Behaviour for learning and attendance is a key whole school priority.

For all students the outstanding work of our attendance team has seen significant improvement in attendance. Their knowledge and understanding of student need, their assiduous following up and communication with parents and ed to attendance improvement across the board.

For the first time in numbers of years PP attendance is ever so slightly higher than that of the wider cohort at 96.3%. We know that excellent attendance unlocks other positive outcomes for students.



Pupil Premium statement of intent:

Reading School receives a sum of money from the government called the Pupil Premium Grant. The purpose of the Pupil Premium Grant is to help address the inequalities between those pupils in receipt of free school meals, looked after children, service personnel and their peers. We use the funding gained from the Pupil Premium Grant to implement a tiered approach, as mentioned in the introduction, addressing the perceived (and sometimes research or evaluation-based) needs of our academically able pupils¹.

It is well known that children growing up in poor families emerge from our schools with substantially lower levels of educational attainment Goodman, et al., (2010). The Pupil Premium Grant (PPG) is designed to provide additional compensatory resources for young people from socio-economically disadvantaged and/or vulnerable backgrounds Bibby, et al., (2017). Active school engagement is vital to a student's educational success and development as a competent member of society Wang & Eccles (2010).

'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. In most schools, parents are not even consulted about the PPG spend.' EEF. The Reading Promise allows parents to contribute to some of the allocation of resources. (See Appendix 1) In addition we work closely with the parents of the most vulnerable students, including Previously Looked after students.

Our intent is to ensure that through relationships with students and their families, through developing and implementing a range of interventions based on research and best practice, through our TILT methodology and through a commitment to social mobility we will enhance the life chances of all disadvantaged students at Reading School. We are committed to ensuring that our Pupil Premium students benefit equally from the opportunities we offer, that they attain at least as well as their peers and that our collective endeavours will remove barriers, reduce inequality and increase aspiration.

Our Approach

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers.

1 Teaching:

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

Examples of approaches adopted at Reading:

- Teaching and learning survey, supporting quality first teaching, staff training and CPD
- Tilt Learning Walks across the school
- Data analysis by group ie PP, SEN, IDACI and intervention led by Senior Leaders
- Support of Intervention lead

2 Academic support:

¹ See Research to understand successful approaches to supporting the most academically able disadvantaged pupils, Department for Education, November, 2018

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help: additional literacy support, mentoring and other support all being offered as required.

Examples of approaches adopted at Reading:

- Transition programs, home visits, schools liaison and mentoring
- Data drops and key worker programs and support
- Directed study and scholarship programs
- Reading Week and associated resourcing
- Year 11 intervention support

3 Wider approaches:

This may include non-academic use of the pupil premium such as: school breakfast clubs or Music lessons for students in Year 7. Schools may find using the pupil premium in this way helps to increase pupils' confidence and resilience, encourage pupils to be more aspirational and benefit non-eligible pupils.

- Music for All
- Design Electives emphasising creativity and collaboration
- Belonging Week and breadth of offer building from Year 7 through to Year 12
- Future Stories mentoring activities
- Character programs which create outstanding opportunities for students personal development
- Educational visits support to remove friction in signing up for and taking part in trips
- Extra-curricular resourcing to ensure disadvantaged students can access activities
- Reading Promise funding and support

Our offer:

- Have subject specialists who deliver Quality First Teaching, supported by T&L team and CPD
- Know our students, which of the pupils that we teach are in receipt of the Pupil Premium, and seek to understand their specific needs adjusting the TILT cohorts based on need rather than labels
- Use PP as a data subset to ensure that all Heads of Department and their teams are able to analyse contextual subject data for the wider PP cohort and for individual PP pupils
- Report on the PP group in terms of outcomes and progress
- Seat PP pupils near someone who will maximise their learning
- Offer additional financial support through the **READING PROMISE**, and other bursaries
- Automatically enrol PP students on trips and visits both for **BELONGING WEEK** and for overseas trips
- Expect full participation in **ELECTIVES** from all PP students and TILT their offer as required
- Where possible, ensure PP students prioritised in accessing **EXTRA-CURRICULAR** opportunities with **DofE and CCF** offered to this cohort first
- Ensure PP students access careers interviews first, flagged through intervention process and logs
- Offer outstanding opportunities for leadership and character education to all students through our **FLOREAT** and **FUTURE STORIES** programs
- Work to recognise wider societal barriers and respond accordingly

Model of Success

Leadership and TILT strategy

Academic Extension

Quality first teaching, TILTed feedback and classroom. Subject specific and contextual mentoring Tilted

Transition to and beyond

Prioritised access to careers advice, to Intervention and support with transition.

Social Mobility Programs

Future Stories opportunities for PP and other disadvantaged students. Summer Camps, Activities and Transition program.

Cultural Capital

Through Electives, Life Skills activities, Co-curricular, Floreat and Future Stories programs, Music for All and other Reading Way activities.

Removal of Financial Barriers

Parents are involved in the allocation of additional resources through the Reading Promise. Extra-curricular trips and residential are largely offered without charge or heavily subsidised.

Monitoring, Review and Evaluation: TILT learning walks, scrutiny of attainment data by Form Tutors, Heads of House, and Heads of Departments, QA of Electives, Belonging Week and other programs by Pupil Premium Lead, Student Voice, external review

Partnerships: Parents, Pupils, Governors, Staff, Primary Schools)

Activity in the Academic year 2024-2025

This details how we spent our pupil premium (and recovery premium funding) **last academic year** in alignment with our approach and offer articulated above:

A1	Primary Transition Work	£10000
A2	Provision for careers	£3000
B1	Cultural capital and Reading Way program	£3670
B2	Reading School Promise:	£16500
C1	International Trips	£8500
C2	Staffing	£14000
D1	ICT Support for Year 11 students	£2000

Targets and budget for 2025-26

A1 - Primary transition work and associated activities: £21735

This remains a priority to ensure we do all we can to support students start well, access the broad Reading School franchise and support students, advocating for their needs, observing lessons, and working with teachers, tutors and Heads of House to ensure the needs of our most disadvantaged students are articulated and understood.

<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies>

A2 - Provision for careers: £780

Additional support for PP students at specific times of the year.

B1 – Cultural Capital and Reading Way: £7000

Funding in place to ensure students can take part in leadership programs such as DofE, CCF and other programs as required.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>

B2 - Reading School Promise: £18850

Funds uniform and PE kit in Year 7&9, Belonging Week activities Transport for students with external agency involvement and other discretionary needs.

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222>

[School uniform | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[download.asp \(reading-school.co.uk\)](https://www.reading-school.co.uk/download.asp)

C1 – International trips £12500

Offers students the opportunity to take part in language exchanges, character focussed trips such as Finland etc and other trips to the Azores, China, South Africa etc that could not be afforded by families without support being offered and structured.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/>

<https://www.reading-school.co.uk/attachments/download.asp?file=3405&type=pdf>

C2 - Staffing: £27000

Supports oversight of PP programs and funding, transition officers work and now the input of our intervention lead who is able to dedicate significant time and effort supporting students at risk of disengaging from school life, or failing to reach their potential.

https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F

D1 – Device Support: £1521

Support in place to ensure Year 11 students have access to a device, as required at critical times in their journey.