



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

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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. A key consideration is whether or not this is sufficient.

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 FSM at any time during the last six years (Ever 6)
- Looked After Children
- 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. It is a requirement that Reading School publishes a strategy for the use of the Pupil Premium funding. This strategy includes a summary of the main barriers to educational achievement faced by eligible students at the school. In addition, the strategy document should include how the pupil premium funding will be spent to address the obstacles or barriers. Furthermore, the reasons for the approach adopted and reference to methods of evaluation should be a part of the strategy. At Reading School, students who attract the Pupil Premium funding have performed very well indeed since the funding was introduced according to FFT data.

Total Pupil Premium Budget £15895 in 2017-2018

Number of pupils eligible for pupil premium: 20 (November 2018) 2.99%

Date for internal review of Pupil Premium Strategy: December 2018

Disadvantaged Students' GCSE Progress 8 score average 2018: +0.99

School Average Progress 8 2018 +0.97

Internal Data

The following internal data is collated from the internal examination results, published in July 2018. These results show positive outcomes for the overwhelming majority of Deprivation and Service Premium students in Years -10 and 12 (of which 17 are deprivation premium and 5 service premium). In each case, whole school results exclude the Disadvantaged Students.

Year 7 July 2018

4 pupil premium students

PP students – 75.4%

Whole school – 75.2%

PP students are on average achieving an examination result 0.2% higher than their peers

Year 8 July 2018

6 pupil premium students

PP students – 78.0%

Whole school – 75.2%

PP students are on average achieving an examination result 2.8% higher than their peers.

Year 9 July 2018

6 pupil premium students

PP students – 71.4%

Whole school – 71.1%

PP students are on average achieving an examination result 0.3% higher than their peers.

Year 10 July 2018

3 pupil premium students

PP – 75.3%

Whole school – 70.6%

PP students are on average achieving an examination result 4.9% higher than their peers.

Year 12 July 2018

3 pupil premium students

PP – 63.0%

Whole school – 71.1%

PP students are on average achieving an examination result 8.1% lower than their peers.

This data reveals that in all but one year group Pupil Premium students are achieving more highly than their peers in internal examinations.

In total 15 out of 22 pupil premium students (68%) achieved higher internal exam grades than their peers. These positive outcomes are, in part a consequence of improved Departmental Tracking, cohort analysis and a whole school focus on attitude in reports. These are each to the benefit of Pupil Premium Students.

GCSE Data

There were 4 pupil premium students in last year's GCSE cohort. Only three had KS2 data, meaning only three are included in the following Progress statistics.

Progress 8

PP students: +0.99

Whole school: +0.97

Attainment 8

PP students: 77.5

Whole school: 81.2

PP students are on average achieving 3.7 grades less across 8 GCSE subjects than their peers (0.46 of a grade per subject).

The disparity between progress and attainment illustrates the fact that disadvantaged students are always likely to have had lower attainment at KS2 than their peers. Consequently, whilst they have made more progress than their peers, they remain marginally behind at the end of KS4 (less than half a grade per subject, even though they have made more eight % more progress than their peers.

A Level Data

There were 3 pupil premium students in last year's Year 13 cohort:

Total points score

(Where 60 points is equivalent to an A*, 50 is an A, 40 is B etc.)

PP average - 180

Whole school average - 180

Average Point Score

PP average - 48.06

Whole school average - 49.73

Destination Headlines

PP destinations: Cambridge (33%), Imperial (33%) and Surrey (33%)

PP subjects: Medicine (66%) and Civil Engineering (33%)

READING SCHOOL PUPIL PREMIUM STRATEGY 2018-2019

In School Barriers

- A. Some pupils' attainment is not wholly consistent across all their subjects.
- B. Some pupils do not always demonstrate sufficient resilience in the face of challenge, including intellectual challenge and potentially give up too easily.
- C. Some pupils may feel unable to participate fully in all aspects of Reading School life, including wide co-curricular programme and educational visits programme due to the costs.

External Barriers

- D. Whilst the overall attendance of pupils attracting the pupil premium funding is above national rates, it can fall below the school's expected standard (97%); this can have a discernible impact on potential progress.

DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED

- A. Improvement from pupils who are not achieving as highly and expected in individual subject areas including English

Success Criteria: Consistent report assessment and exam grades across year groups

- B. Improved resilience and independence from pupils attracting pupil premium funding

Success Criteria: improved resilience demonstrated through student voice, involvement in Champions of Character programme and lesson observations

- C. Full participation in the breadth of Reading School life from all students eligible for pupil premium funding

Success Criteria: Costs covered where appropriate by the terms of the Reading School promise and Reading Foundation funding

- D. Attendance of pupils attracting pupil premium is consistent with that of other pupils

Success Criteria: 97% target met by Pupil Premium cohort

2018-2019 Planned Expenditure

- 1) Quality of Teaching for all
- 2) Targeted Support and
- 3) Other approaches

Enables Reading School to demonstrate how we are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support and also support whole school strategies.

1. Quality of Teaching for all

Desired Outcome	Action/Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
A. Improvement from students who are not achieving as highly as we would expect across all subjects	Additional pupil tracking and monitoring	More robust tracking and monitoring often linked with effective intervention with disadvantaged groups	Actions noted Heads of Department, Heads of House and Senior staff to monitor	CJE HOH HOD	Follow tracking and monitoring through mentoring and pupil support mechanism
B. Improved independence and resilience from students who attract pupil premium funding	Champions of Character programmed. Improved intervention and mentoring schemes 1-to-1 Focus in English at KS4	Regarding evidence and rationale, it is evident that the attributes of resilience and independence have a key impact on pupils' learning over time. This is in line with the EEF research.	Monitoring will be through learning walk, departmental reviews and student voice activities (including Floreat)	CJE Student Leaders HOH	Regularly review as part of learning walk and department review process

2. Targeted Support

Desired Outcome	Action/Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
A. Improvement from pupils who are not achieving as highly as we would expect at Reading School across the totality of their subjects	Targeted support and mentoring through focused intervention strategies e.g. in English at KS4	One of the aims of targeted student support is to set goals. In addition, it is important to enable pupils to monitor and evaluate their own academic progress and development. This focus is based on Research Schools funding e.g. Huntingdon School, Youth Conference, October 2017 and the EEF toolkit)	Pupil support is logged and can be used by Heads of House, Senior Leaders and the SENCO	LA SR	Review through use of Senior Leader and the Welfare Board.

Other Approaches

Desired Outcome	Action/Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
C. Full participation in the breadth of school life from all pupils	Where appropriate, in accordance with the Reading School Promise, subsidise the cost of co-curricular activities, curriculum trips, provision of material and resources.	Crucially all pupils at Reading School need to be able to take full part in the life of the institution in order to benefit fully from its ethos and values. It is important that no child is left behind or feels excluded because of his family's inability to contribute to the costs.	Pupil Premium spending in this sphere is monitored by the Finance Office, the School Business Manager and the Senior Leadership Team. The Reading School promise is publicised through the Headmaster's weekly bulletin and also on the School Website	AMR SLT	Spending is reviewed for the full set of pupils attracting the Pupil Premium funding. Heads of House may be asked to consider what spending is required.
Attendance of pupils attracting pupil premium is consistent with that of other pupils	Assistant Head and Heads of House, working with Attendance Officer and EWO to focus on Pupil Premium attendance during 2018/9 academic year	The Department for Education guidance to schools clearly states 'Children with poor attendance tend to achieve less in secondary school'.	Through monitoring of attendance through the year especially utilising the role of Attendance Officer	AO	Termly and Annually via Attendance Officer and SIMS

SUMMARY REVIEW OF 2017-2018 EXPENDITURE

During the academic year 2017-2018, Pupil premium funds were used to secure access for disadvantaged pupils to many elements of school life through assistance with:

- The purchase of school equipment and resources including revision guides, subject text books and academic literature.
- The funding of school trips and educational visits which are a part of the Reading School curriculum or co-curricular activities programme.
- The funding of CCF activities and other co-curricular and leadership activities.
- Participation in co-curricular activities.
- Funding for peripatetic music tuition as referred to in the Reading School Pupil Promise
- Additional support in curricular subjects including English
- Access to specialist support including, where appropriate, counselling.

Significantly, beyond the elements noted above, the Pupil Premium funding was also utilised to proactively support a variety of interventions in order to support improved attainment and progress.

WHAT WAS THE IMPACT?

- Attainment rates at Reading School significantly exceeds national averages.
- Attendance rates exceed national averages.
- Progress from Key Stage 2 to Key Stage 4 is well above national rates.
- Transition to post-compulsory education for pupils in receipt of the pupil premium funding matches the Reading School average.

WHAT WE BELIEVE

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.
- We should refocus our efforts to improve the Future Stories programme, focus on increasing social mobility linked to educational attainment, refresh our admissions policies to emphasise disadvantaged students, work with local, national and international partners to raise awareness and action as appropriate

Summary of Funding OVER TIME

- 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
- In **2016-2017** we received payments of £14290
- In **2017-2018** we received payments of £15895.
- In **2018-2019** we are due to receive Deprivation Pupil Premium funding of £18700

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. 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 relating to 2018-2019 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.

2018-2019 PUPIL PREMIUM PRIORITIES

2017-2018 Targeted Expenditure	Amount
Data tracking to identify the gaps e.g. 4Matrix	£1000
Increased parental/carers 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	£1000
Attendance and Punctuality monitoring	£500
Uniform Provision	£1000
Supported self-study/Learning Material e.g. provision of ICT and LRC resources	£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	£1500
Pupil Premium Promise and 'Future Stories' activities not included above	£6700
Total Income £ 18700 Total planned expenditure £18700	

2017-2018 PUPIL PREMIUM PRIORITIES

2017-2018 Targeted Expenditure	Amount
Data tracking to identify the gaps e.g. 4Matrix	£1000
Increased parental/carers 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	£1000
Attendance and Punctuality monitoring	£500
Uniform Provision	£1000
Supported self-study/Learning Material e.g. provision of ICT and LRC resources	£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	£1500
Pupil Premium Promise and 'Future Stories' activities	£6000
Total Income £ 15895 Total planned expenditure £18000	

Pupil Premium Expenditure 2016-2017

Data tracking to identify gaps e.g. 4Matrix, Frog	£1000
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	£2279
Future Stories activities including Student Leadership Development and Pupil Premium Promise	£5000
Total	£12279

NB: for 1/4/15 to 31/3/16 - £8715 was received. 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.

2014-2015

The £9100 Pupil Premium funding focused on the following actions:

- 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 and 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. student leadership programme and the Duke of Edinburgh Award scheme at Key Stage and provision of school Counsellor.

2013-2014

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 lessons 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

2012-2013

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 2018-19, a member of the Senior Leadership Team, Mr C J 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.
- 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 2018

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, Mr David Fisher 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 10 December 2018)

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2018 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

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, Leadership and Community' £14500 was allocated in 2014-2015 and £21000 was authorised for individual and group awards for 2015-2016. For 2018 and 2019 the allocation was 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 (23 November 2018)

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, DfE data,

In 2017-18, Year 8 and 9 'pupil premium cohort' was **above** the school average.

In 2017-18, the Year 10 'pupil premium cohort' was **above** the school average in terms of progress and attainment

In 2017-18 in Year 13 results for 'pupil premium cohort' was in line with the school average.

Data shows that:

By August 2018, the Years 7-8 'pupil premium cohort' was in line with the school average in terms of progress.

By August 2018, the KS4 'pupil premium cohort' was in line with the school average in terms of progress

By August 2018 the Year 12 'pupil premium cohort' was below the school average in terms of attainment.

IMPACT EVALUATION 2017-2018

The nurturing of a positive climate that focuses on 'narrowing the gap' has been achieved in 2017-2018 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 August 2018:

- Pupil Premium pupils attainment at the end of each Key Stage will be above the national average and essentially in line with Reading School's overall performance. (for the cohort as a whole) **Met**
- Progress 8 Rates **Met**
- Reading School Pupil Premium pupils will have clear and appropriate advice and destinations at the end of each Key Stage. **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 2018 COMPARATIVE PERFORMANCE DATA FOR PP COHORTS

Internal Data

The following internal data is collated from the internal examination results, published in July 2018. These results show positive outcomes for the overwhelming majority of Deprivation and Service Premium students in Years -10 and 12 (of which 17 are deprivation premium and 5 service premium). In each case, whole school results exclude the Disadvantaged Students.

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PP – 63.0%

Whole school – 71.1%

PP students are on average achieving an examination result 8.1% lower than their peers.

This data reveals that in all but one year group Pupil Premium students are achieving more highly than their peers in internal examinations.

In total 68% of pupil premium students achieved higher internal exam grades than their peers. These positive outcomes are, in part a consequence of improved Departmental Tracking, cohort analysis and a whole school focus on attitude in reports. These are each to the benefit of Pupil Premium Students.

GCSE Data

There were 4 pupil premium students in last year's GCSE cohort. Only three had KS2 data, meaning only three are included in the following Progress statistics.

KS4 performance data for PP cohort

2018 Progress	Year Group As a whole	Pupil Premium Cohort	Gap
Progress 8	+0.97	+0.99	+0.02
Attainment 8	81.2	77.5	-3.7

Progress 8

PP students: +0.99

Whole school: +0.97

PP students are on average achieving 0. of a grade more progress across 8 GCSE subjects than their peers.

Attainment 8

PP students: 77.5

Whole school: 81.2

PP students are on average achieving 3.7 grades less across 8 GCSE subjects than their peers (0.46 of a grade per subject).

The disparity between progress and attainment illustrates the fact that disadvantaged students are always likely to have had lower attainment at KS2 than their peers. Consequently, whilst they have made more progress than their peers, they remain marginally behind at the end of KS4 (less than half a grade per subject, even though they have made more eight % more progress than their peers.

A Level Data

Total points score

(Where 60 points is equivalent to an A*, 50 is an A, 40 is B etc.)

PP average - 180

Whole school average - 180

Average Point Score

PP average - 48.06

Whole school average - 49.73

Destination Headlines

100% Selector Universities including Oxbridge

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.

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 the 2.99% of students eligible for deprivation pupil premium are eligible for £18700 funding in total

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 2.99% of our 11-16 pupils eligible. However, we are striving to increase that % through our Future Stories Programme and changes to 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, educational visits and our 'Pupil Premium Promise' (2018-2019).

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 academic year.

How important is extending opportunities for disadvantaged pupils at Reading School, for example through the Future Stories programme?

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,

APPENDIX 2 READING SCHOOL PROMISE 2018-2019

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 you 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 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 maximum £200 grant towards transport:** to get your son to and from school.
- 3. Membership of the Reading School Parents' Association, funded by the Old Redingensians Association from September 2018.**
- 4. A maximum grant of £100 per year:** for compulsory school uniform
- 5. A maximum 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.
- 6. Free essential equipment for lessons:** including free laboratory coats and goggles for science.
- 7. 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.
- 8. 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. We will also seek to give some support for residential trips outside the UK in partnership with the Reading Foundation

'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: cmole@reading-school.co.uk