



**PROUDLY
RECOGNISED FOR
SOCIAL MOBILITY
ADVANCEMENT
2019**

**UK
Social
Mobility
Awards™**

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

A Robson, Headmaster
November 2019

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Introduction

At Reading School we believe that the Pupil Premium provides both focus and funding. It ensures that we seek to put our values in to action by setting the achievement of young people from disadvantaged backgrounds as a priority for our educational approach. We are proud that our commitment to social mobility has been nationally recognised and that in October 2019 we have gained a place on the 2019 UK Social Mobility Awards Honour Roll. This recognition of our contribution to the advancement of social mobility is certainly worn as a badge of honour. It sits pride of place ensuring that our core values of excellence, integrity, excellence and community enhance social mobility. We care passionately about the important issue of social mobility. We want to ensure 'Future Stories' are positive for all our students especially those from disadvantaged backgrounds. We champion opportunity and advancement over privilege. This is why we are fully committed to helping students make leaps forward, so that our young people are given a chance to succeed, no matter the income of their parents. Furthermore, we continue to refine and extend our commitment to social mobility and welcome the opportunity to appoint a Pupil Premium Director to commence duties in 2020.

Educational attainment is a relative strong predictor of longer term outcomes and life chances. Therefore we strive to ensure that the Pupil Premium serves to act as a focal point for our strategies and activities that seek to help our students from disadvantaged backgrounds to succeed at Reading School and beyond. Of course it is also important that we do not lose sight of what we are doing well already and our actions must not be distorted. Therefore we are influenced by an evidence –based approach taking in to account effective practice from other state selective schools, the Education Endowment Foundation publications and research as well as international best practice through the International Boys' School Coalition.

Our Pupil Premium Strategy for 2019-2020 is shaped by a desire to raise the attainment of disadvantaged boys Improving the quality of teaching is a key element of this. Targeted academic support can benefit disadvantaged and vulnerable students such as young people with Special Educational Needs and Children in Need. In addition, we seek to develop strategies that utilise more effectively data in order to identify trends and target additional support. Comparison with similar schools help to benchmark activity, progress and impact. Although comparison internally is not required with the DfE or Ofsted it does have value for instance regarding school gaps. Our approach has provided a base of evidence that high- quality interventions can have positive impact on students who could benefit for additional support. However, it is important to understand and appreciate that Pupil Premium strategy activity is more effective when deployed alongside focused activities to improve teaching. Thus it could be argued that what benefits all students will also benefit students from disadvantaged backgrounds. If we smash down barriers to learning including behaviour and attendance then the impact will be even more positive.

Our strategy provides an important focus for prioritising the achieved of boys from disadvantaged backgrounds and we are striving to enable the strategy to sit at the heart of an effort from the school as a whole including staff having a proactive understanding of our strategy. This is why we have considered the type of role required to place Pupil Premium strategy at the heart of our drive for continuous improvement. The primary responsibility for the successful implementation of the Pupil Premium strategy will lie with the newly created role of Pupil Premium Director. Their role will be to champion the vulnerable and ensure maximum benefit from resources and programmes.

Guided by the following principles as stated in the EEF Guide to the Pupil Premium published in June 2019:

- Reading School can make a difference and have a positive impact on the outcomes of disadvantaged young people.
- 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. Pupil Premium grant funding is separate from core funding however there does not need to be an artificial separation from whole class teaching and learning.
- Pupil Premium students are not a homogenous group.
- Implementation matters and it is more effective if a relatively limited number of priorities are selected rather than a longer list that is harder to manage.

Further to the above principles in 2019-2020 Reading School is focusing on a tiered approach in order to facilitate effective balancing of approaches to teaching, targeted academic support and wider strategies. Of course we are aware that strategies may overlap the three categories noted above. In addition, the balance between categories could vary from year to year depending on changing priorities. Thus in 2019-2020 we will focus on a smaller number of strategies than previously in order to prioritise on actions, interventions and programmes that have the biggest positive impact. We are mindful of the EEF Teaching and Learning Toolkit which summarises relevant educational research and is used to help inform decisions and planning. Furthermore, the Sutton Trust 2018 Report on Potential for Success: Fulfilling the promise of able student in secondary schools is worthy of consideration and has helped shape our approaches. As stated in the Reading Way document and in reports of the Headmaster to the Full Governing Body in 2019 social mobility is an important priority for Reading School. We are committed to a positive strategy that seeks to break down barriers and levels the playing field. We are committed to providing opportunity. Thus we are proud to celebrate the awarding of a national award for advancing social mobility, namely the roll of honour for 2019 for our commitment to improving social mobility through education. However, it is important not to be complacent. Therefore, our appointment of a Pupil Premium Director is further evidence of our strategic drive for excellence in terms of practice and outcomes for students from disadvantaged contexts.

How important is extending opportunities for disadvantaged pupils at Reading School, for example through the Future Stories programme? We strongly believe 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. This is illustrated not only by our flagship, award winning Future Stories programme and the support of the Reading Foundation but also the appointment with effect from 1 January 2020 of a Pupil Premium Director who is tasked with the role of championing students from disadvantaged backgrounds. Therefore we are committed to enabling our students to flourish. We seek to break down barriers to educational opportunity, raise aspiration and develop academic excellence and build good men through the Reading Way or Via Redingensis. In terms of priority, policy and practice levelling the playing field is important to the Reading School family

According to the Ofsted Inspection Handbook inspectors require a Pupil Premium Strategy document, which is also to be published online. But they do not require a school to provide any specific document relating to Pupil Premium, other than the Pupil Premium Strategy. Any further school-generated data on the Pupil Premium, including information related to spending on individual students or to within-school gaps is not required according to the Ofsted Inspection Handbook. We are seeking to be mindful of updated government advice and also consider the value of a more multi-year strategy, for instance over a period of 3 years. Focus on longer term actions and strategies would enable leaders, including the Pupil Premium Director, to take a longer view of the support the grant will provide and align the Pupil Premium plan with the wider school improvement strategy. It can be maintained that the Pupil Premium approach should be fundamental to our strategic development priorities and articulated in the Annual Operational Plan more explicitly.

Background and Definitions

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 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.

At Reading School we prioritise those pupils not making sufficient progress in line with benchmarks, in terms of allocating interventions. 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.

Reading School Pupil Premium Strategy November 2019 statement

School overview

Metric	Data
School name	Reading School
Pupils in school	1077
Proportion of disadvantaged pupils	3.15% (November 2019)
Pupil premium allocation this academic year	£18,095
Academic year or years covered by statement	2018/19 – 2019/20
Publish date	November 2019
Review date	November 2020
Statement authorised by	Chair of Governors
Pupil premium lead	Mr Ashley Robson (Headmaster) up to 31/12/19 Mr Matthew Dawes Pupil Premium Director wef 1/1/20
Governor lead	Mr David Fisher

Disadvantaged pupil performance overview for last academic year

Progress 8	+1.05
Ebacc entry	100%
Attainment 8	89.50
% Grade 5+ in English and maths	100%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve at least +0.75 for P8	September 2021
Attainment 8	Achieve at least A8 80	September 2021
% Grade 5+ in English and maths	100%	September 2021
Other	At least 95%	September 2021
Ebacc entry	100%	September 2021

A. Strategies for current academic year 2019-2020 – Teaching quality and Targeted academic support

Measure	Activity												
Priority A1	Literacy interventions across KS3 and 4 for disadvantaged pupils												
	<table border="1"> <thead> <tr> <th>Desired Outcome</th> <th>Action/ Approach</th> <th>Evidence and Rationale</th> <th>Implemented well?</th> <th>Staff Lead</th> <th>Review of Implementation</th> </tr> </thead> <tbody> <tr> <td>Improved independence and resilience from students especially in English who attract pupil premium funding</td> <td>Improved intervention and mentoring schemes Focus in English at KS4 especially</td> <td>Regarding evidence and rationale, the attributes of resilience and independence have a key impact on pupils' learning over time. This is in line with the EEF research.</td> <td>Monitoring will be through learning walks and departmental reviews (including Floreat)</td> <td>Pupil Premium Director HOH HODs</td> <td>Review as part of learning walks and curriculum review process</td> </tr> </tbody> </table>	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation	Improved independence and resilience from students especially in English who attract pupil premium funding	Improved intervention and mentoring schemes Focus in English at KS4 especially	Regarding evidence and rationale, 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 walks and departmental reviews (including Floreat)	Pupil Premium Director HOH HODs	Review as part of learning walks and curriculum review process
	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation							
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Focused interventions to strengthen independence and resilience of disadvantaged pupils													
Priority A2	<table border="1"> <thead> <tr> <th>Desired Outcome</th> <th>Action/ Approach</th> <th>Evidence and Rationale</th> <th>Implemented well?</th> <th>Staff Lead</th> <th>Review of Implementation</th> </tr> </thead> <tbody> <tr> <td>Improved independence and resilience from students who attract pupil premium funding and additional support for next stages of education</td> <td>Improved intervention and mentoring schemes</td> <td>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.</td> <td>Monitoring will be through learning walks and departmental reviews and student feedback</td> <td>Pupil Premium Director HOY HODs</td> <td>Review as part of learning walks and curriculum review process Report to SLT</td> </tr> </tbody> </table>	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation	Improved independence and resilience from students who attract pupil premium funding and additional support for next stages of education	Improved intervention and mentoring schemes	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 walks and departmental reviews and student feedback	Pupil Premium Director HOY HODs	Review as part of learning walks and curriculum review process Report to SLT
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Improved independence and resilience from students who attract pupil premium funding and additional support for next stages of education	Improved intervention and mentoring schemes	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 walks and departmental reviews and student feedback	Pupil Premium Director HOY HODs	Review as part of learning walks and curriculum review process Report to SLT								
Barriers to learning?	A1 Students lack focus on English compared to Maths at GCSE A2 Lack of engagement 11-16 and Sixth Form with students and parents specifically relating to potential universities and course options e.g. if no previous experience of University applications												
Projected spending	Priority A1 Teaching and Learning Consultant and Literacy Ambassador £2k Priority A2 Specialist provision in order to raise aspirations including careers and pupil premium director led activities £2k												

B. Strategies for current academic year 2019-2020

Measure	Activity					
Priority B1	Cultural Capital and Social Mobility To embed Reading School Promise 2019-2020 and UK Social Mobility Award Roll of Honour status					
	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	Reading School Promise and commitment to social mobility throughout the organisation increases opportunities for students from disadvantaged backgrounds	Recruitment, retention and professional development of Pupil Premium Director Pupil Director and Heads of House.	The Department for Education guidance to schools clearly emphasises the importance of cultural capital	Pupil Premium spending in this sphere is monitored by the Finance Director, and the Senior Leadership Team.	PPD	Termly to SLT and Annually by PPD to FGB
Priority B2	Desired Outcome	Action	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	Participation in the breadth of school life from all pupils leading to increase in cultural capital	Where appropriate, in accordance with the Reading School Promise, subsidise the cost of co-curricular activities, curriculum trips, provision of material and resources.	All students need to be able to take part in order to benefit fully from its ethos and values. It is important that none feel excluded.	Pupil Premium spending in this sphere is monitored by the Finance Director, and the Senior Leadership Team. The Reading School promise is publicised on the School Website and regularly in in-school communication	AMR TE Pupil Premium Director	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.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of take-up regarding Reading School Promise • Ineffective internal and external communication • Loss of support from wider stakeholders 					
Projected spending	Priority B1 Social Mobility Schemes and Activities including Future Stories £3k Priority B2 Reading School Promise (see Appendix 2) £7k					

C. Strategies for 2020-2022 (Part of wider 3 year strategy viewed as best practice by DfE)

Measure	Activity					
Long Term Strategic Priority C1	Cultural Capital and Social Mobility - To embed Reading School Promise, UK Social Mobility Award Roll status and Future Stories programme in 2020-2021 and 2021-2022.					
	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	Reading School Promise and commitment to social mobility throughout the organisation increases opportunities for students from disadvantaged backgrounds Attendance of pupils attracting pupil premium is consistent with that of other pupils	Recruitment, retention and professional development of Pupil Premium Director. Attendance Officer and EWO to focus on Pupil Premium attendance	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	PPD	Termly and Annually via Attendance Officer and EWO
Long Term Strategic Priority C2	To embed role of Pupil Premium Director and ensure funding streams in addition to Pupil Premium Grant are utilised to raise standards, increase opportunities, breakdown barriers to participation at elite Universities and level the playing field					
	Desired Outcome	Action	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	Participation in the breadth of school life from all pupils leading to increase in cultural capital including Power to the 9's initiatives	Where appropriate, in accordance with the Reading School Promise, subsidise the cost of co-curricular activities, curriculum trips, provision of material and resources.	All students need to be able to take part in order to benefit fully from its ethos and values. It is important that none feel excluded.	Pupil Premium spending in this sphere is monitored by the Finance Director, and the Senior Leadership Team. The Reading School promise is publicised on the School Website and regularly in in-school communication	AMR TE Pupil Premium Director	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.

Measure	Activity
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of take-up regarding Reading School Promise • Ineffective internal and external communication
Projected spending	Priority C1 Embed Reading School Promise and support attendance strategy £2k Priority C2 Reading School Promise £2k

Monitoring and Implementation

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 2019-2020 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 and sought to take mitigating action in order to respond more effectively to challenges.

Area	Challenge(s)	Mitigating action
Teaching and targeted support	<p>A1 Ensuring enough time for specialist support in English and focused teaching especially in Year 9 English lessons. Students lack focus on English compared to Maths at GCSE</p> <p>A2 Lack of engagement in Sixth Form with students and parents specifically relating to potential universities and course options e.g. if no previous experience of University applications.</p>	<p>Focused utilisation of Learning Consultant including after January 2020 and the input of the Pupil Premium Director after 1 January 2020. Ensure specialist, inspirational teachers focus on delivery lessons in KS3 and KS4 in order to inspire and motivate.</p> <p>Provide specialist advice specifically focused on students from disadvantaged backgrounds</p>
Wider strategies 2019-2020	<p>B1 Ineffective internal and external communication</p> <p>B2 Loss of support from wider stakeholders</p>	<p>Improve communication channels and practice through engaging with stakeholders including parents.</p> <p>Build positive relationships especially with Reading Foundation and other charities to ensure sustainability of approach to wider strategies in the short term (2019-2020).</p>
Wider Strategies 2020-2022	<p>C1 Lack of take-up regarding Reading School Promise</p> <p>C2 Ineffective internal and external communication</p>	<p>Build positive relationships especially with Parents and other stakeholders to ensure sustainability of approach of wider strategies in the longer term, for instance up to 2022.</p> <p>Improve communication channels and practice through engaging with stakeholders including parents, students and alumni.</p>

Summary of 2019-2020 Planned Expenditure

A1	Teaching and Learning Consultant	£2k
A2	Specialist provision for careers and Pupil Premium Director Activities	£2k
B1	Social Mobility Schemes and Activities including Future Stories	£3k
B2	Reading School Promise Provision	£7k
C1	Culture Capital activities including Power to the 9's programme and FS	£2k
C2	Embed role of Pupil Premium Director to raise standards and 'level the playing field'	£2k
	Total:	£18,095

Summary Review of 2018-2019 Expenditure

During the academic year 2018-2019, Pupil premium funds were used to secure access for disadvantaged pupils to many elements of school life through assistance with:

• Data Tracking to identify groups	£1k
• Careers information and advice	£1k
• Mentoring/Targeted Support and small group tuition	£1.5k
• Counselling to facilitate well-being	£1k
• Attendance and Punctuality Monitoring	£1k
• Uniform Provision	£1k
• Supported Self Study/Learning Materials inc ICT and LRC Resources	£2k
• Range of educational experiences	£3.5k
• Pupil premium Promise and Future Stories activities not included above	£6.7k
	Total: £18,700

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.

2018-2019 Pupil Premium Strategy Priorities

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 linked where appropriate with effective intervention with disadvantaged students across the school.	Actions noted Heads of Department, Heads of House and Senior staff to monitor	Pupil Premium Director HOH HOD HOY	Follow tracking and monitoring through mentoring and pupil support mechanism
B. Improved independence and resilience from students who attract pupil premium funding	Improved intervention and mentoring schemes 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 walks and departmental reviews (including Floreat)	Pupil Premium Director HOH HODs	Review as part of learning walks and curriculum 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 academic progress and development.	Pupil support is logged and can be used by Heads of House, Senior Leaders and the SENCO		Review through use of Pupil Premium 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 leading to increase in cultural capital	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 Director and the Senior Leadership Team. The Reading School promise is publicised through the Headmaster's weekly bulletin and also on the School Website	AMR TE Pupil Premium Director	Spending is reviewed for the full set of pupils attracting the Pupil Premium funding.
Attendance of pupils attracting pupil premium is consistent with that of other pupils	Pupil Premium Director and Heads of House, working with Attendance Officer and EWO to focus on Pupil Premium attendance during 2019/20 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 EWO

Review: 2018-2019 aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Achieved
Achieve national average for attainment for disadvantaged pupils	Achieved
Achieve average English and maths 5+ scores for similar schools	Achieved

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.

2019 GCSE Data

P8	+1.05
EBacc	100%
A8	89.50
5+ English	100%
A8 whole cohort	83.77
P8 whole cohort	+1.03

2018 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

A Level data

In 2018 students from disadvantaged backgrounds performed well in the Sixth Form as shown by the following external comparative data. However, comparatively speaking the 2019 cohort from disadvantaged backgrounds did not fare as well. The drive for 2019-2020 in the sixth form is to seek to ensure that this does not become a trend.

2019 A Level Data

L3VA Disadvantaged	+0.03
Av point score Disadvantaged	39.29 (B)
% of students who achieved AAB or higher	25%
L3VA whole cohort	+0.3
Av point score whole cohort	47.83 (A-)

2018 A Level Data

A Level Data

There were 3 pupil premium students in 2018 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: 66% Russell Group, 33% Cambridge

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

Impact Evaluation 2018-2019

In evaluating the impact of Reading School's provision we have taken into account the following achievements by August 2019:

- Pupil Premium pupils attainment at the end of each Key Stage will be above the national average **Met**
- Progress 8 Rates at end of Year 11 **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**

Pupil Premium Impact Statement (October 2019)

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 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 and DfE data

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.

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

Is the cohort increasing?

We are striving to increase that percentage through our Future Stories Programme and changes to admissions policies. We are proud of the impact of both of these in 2019 as illustrated in the roll of honour award in the UK Social Mobility Awards in 2019. The national average for high attaining 11 year olds eligible for pupil premium is 4%. Our aspiration is for 10% of each Year 7 cohort is from a less advantaged background/ eligible for Pupil Premium.

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, our 'Pupil Premium Promise' (2019-2020) and with effect from 1 January 2020 the appointment of a Pupil Premium Director.

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. This is illustrated not only by our flagship, award winning Future Stories programme and the support of the Reading Foundation but also the appointment with effect from 1 January 2020 of a Pupil Premium Director who is tasked with the role of championing students from disadvantaged backgrounds. Therefore we are committed to enabling our students to flourish. We seek to break down barriers to educational opportunity, raise aspiration and develop academic excellence and build good men through the Reading Way or Via Redingensis. In terms of priority, policy and practice leveling the playing field is important to the Reading School family.

'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.

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 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 2019-2020

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 on request:

- 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 Finance Director 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 regularly and on time.
- 3. Membership of the Reading School Parents' Association, funded by the Old Redingensians Association from September 2019.**
- 4. A maximum grant of £100 per year:** for compulsory school uniform (excluding sports kit)
- 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.
- 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 and with the support of the governing body through appropriate use of other funding streams in order to increase opportunity and cultural capital.

'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