

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

A Robson, Headmaster  
M Dawes Pupil Premium Director  
October 2020

FINALIST  
SCHOOL/COLLEGE  
OF THE YEAR  
2020

UK  
Social  
Mobility  
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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 2020 we have gained a place in the final of the 2020 UK Social Mobility Awards Schools and Colleges category. 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, leadership and community, enhance social mobility.

We care passionate 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 as illustrated by the appointment a Pupil Premium Director in January 2020.

According to the Sutton Trust, educational attainment is a relatively 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 and our international partners in Denmark especially.

Our Pupil Premium Strategy for 2020-2021 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 helps to benchmark activity, progress and impact. Although comparison internally is not required by 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 from 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 less than exemplary behaviour and attendance, then the impact will be even more positive.

Our strategy provides an important focus for prioritising the achievement 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

- 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. 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.
- 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 2020-2021 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 2020-2021, we will focus on a smaller number of strategies than previously. In order to prioritise our 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.

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. We are committed to enabling students to flourish. We seek to break down barriers to educational opportunity, raise aspiration and develop academic excellence; in the context of Reading School students, helping to build good men through the Reading Way, 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.

## 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.

*Pupil Premium provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority for our system. This clarity is the Pupil Premium's greatest strength. Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed. But focus can also backfire, if it distorts our behaviour, or distracts us from things we were already doing well.*

*Quality teaching helps every child and is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.*

*The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.*

## **Statements by Sir Kevan Collins**

Chief Executive

Education Endowment Foundation

## Support in context

### ***On Tuesday 17<sup>th</sup> March, Ashley Robson (Headmaster)***

*Following yesterday's announcement of new measures as part of the UK government's coronavirus response, for operational reasons I am making the decision to move all learning and assessment to online platforms from tomorrow morning Wednesday 18th March 2020.*

*The School site will therefore not be open for students from this afternoon, Tuesday 17th of March until further notice.*

### ***On Friday 19<sup>th</sup> June 2020, UK Secretary of State for Education, Gavin Williamson, led the daily UK Covid-19 update.***

During the briefing Mr Williamson was repeatedly asked what the government was doing to ensure state schools are able to offer the level of learner support most top independent schools have been able to offer in lockdown. Reporters repeatedly mentioned use of 'live' interactive lessons using software packages such as MS Teams or Google Classroom. The national discussion has now turned to the process of 'catch-up', especially to ensure those from disadvantaged backgrounds are not relatively more adversely affected by the lockdown.

### **Reading School Lockdown Response: Impact on disadvantaged students**

Reading School undoubtedly provided leadership on teaching and learning at the outset of the Covid-19 enforced lockdown. All stakeholders should take great pride in the fact that conversations on the impact of the closure of all UK schools indicate Reading School is in a position of leadership; Reading School is leading by delivering excellence in learning via remote access. This does not happen by accident. Reading School responded quickly, efficiently and very effectively to the threat of school closure. Training on use of MS Teams to deliver education via on-line remote access, for stakeholders in school, before the decision to close the school, highlighted Reading School was prepared and was already initiating support processes. Ongoing implementation of new technology to improve teaching and learning was already underway; MS Teams teaching and learning groups (teams) were in place and being used in school. The Covid-19 lockdown accelerated the development of our digital learning platforms; upscaling the implementation phase. School closure undoubtedly accelerated the change, improving the digital literacy of learners, teachers and other stakeholders. 'Live' interactive lessons on MS Teams were conducted from day one by Reading School teachers and learner engagement was exceptionally high. The Reading School community proactively responded to the challenge of upskilling to support learning, as soon as the threat of closure materialised.

Our Director of Pupil Premium, reflecting on personal experience, stated 'as a parent of children at 3 separate state schools, and with a wide group of friends who have children at a broad range of other schools, it was clear that the learning experience of Reading School students in lockdown was superior to the experience of students at other schools.' The pastoral support and academic support of Reading School students is being recognised as very impressive relative to alternative



providers; Gavin Williamson identified that the government were keen to support the increased use of online platforms and the use of 'live' lessons in state schools.

In addition, as a key driver of social mobility, increasing digital literacy will enhance the life chances of all students. At the Social Mobility Awards Business Seminar this year, improving digital literacy was highlighted by all keynote speakers as the most significant skill development required to enhance employability and promote social mobility. Reading School has drastically increased the capacity to support students in groups via remote learning and with the use of MS Teams and other online support packages (such as Socrative) to increase use of web-based information storage, providing fully backed-up file storage, linked to class work including assignments. Digital literacy of all students and teachers has been enhanced throughout the lockdown period, narrowing the digital divide in digital literacy and access to learning resources beyond the classroom.

It should be noted that PP finance support is allocated for schools to integrate in to existing spending plans, such as those on developing digital literacy by rolling out full integrated use of MS Teams and associated remote access resources, such as digital textbooks and online support, such as Unifrog. This would be a highly valuable use of PP grant money, which should be used;

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose
- for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Source: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

As stated by the Education Endowment Foundation (EEF), there are many ways schools can consider providing support. Reading School offers individual support by providing the Pupil Premium Promise. However, the main allocation of funds should be within the wider teaching and learning objectives of the school.

Reading School allocating funds to support the development of MS Teams has been a very effective use school funding. Looking forward, if PP grant money is not completely spent by school in the financial year beginning 1 April 2021, it may be carried forward to future financial years; this may provide an opportunity to reassess our use of funds and to allocate resources to sustaining the enhanced learner development. Improving the range of interactions between quality teaching and access for learner support, will provide greater flexibility in future; this should include enhanced capacity for flexible remote support.



## Impact on PP Strategy

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

#### Priority A1: Literacy interventions across KS3 and 4 for disadvantaged pupils

#### Desired outcome: A1 Improved independence and resilience from students especially in English who attract pupil premium funding

Identified Barriers (November 2019)

**A1** Students lack focus on English compared to Maths at GCSE;

Thought the impact is very difficult to assess, as a result of the extended lockdown period, the following comments are adapted from a snap-shot of feedback offered by the English/Literacy leaders. Regarding the effects of the remote learning project: for those students who enjoy English and were already independently motivated and have supportive and literate (is stuffed with books) environments at home, then the past few months have allowed them to exercise that spirit of personal growth and challenge which were advocated. For those who were not that way inclined, the remote learning situation, and especially the asynchronous afternoons, may have given them licence to remain disengaged and presented another barrier to accessing the curriculum. The impact on PP students relative to non-PP students is not clear, without further analysis; the upcoming reporting period, after collections, will provide an opportunity to assess engagement of groups and individuals within groups. It is has been particularly difficulty for any teacher to do the constant day-to-day assessment and diagnosis of how individual students are getting on, with this skill or that piece of text or the other technique, in the Covid-19 precautionary environment. We've had to ask for a lot more written work from students in order to monitor their progress and set meaningful personalised targets, whereas in a normal situation we can do that kind of work much more quickly and effectively, and personally. This in turn has exacerbated the problems for students who aren't comfortable with extended writing, causing them to possibly slip further behind, because they either don't do the work or simply sketch it out. Previously we would be sitting down one-on-one with these boys; in these circumstances this has been harder (although we have managed to gain some success via MS Teams). MS Teams itself doesn't allow for proper classroom or group discussion, which is the very fabric of all English teaching. In Future, detailed assessment will be required to establish whether a there is gap between the group and the whole cohort. Use of assessment data in comparison to baseline will be very important to assess relative progress.

## **Priority A2: Focused interventions to strengthen independence and resilience of disadvantaged pupils**

**Desired outcome: A2 Improved independence and resilience from students who attract pupil premium funding and additional support for next stages of education.**

Identified Barriers (November 2019):

**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.

The Sixth Form team, led by Alun Lloyd, has purchased a market-leading student support package, Unifrog, which was identified before lockdown as an essential tool to encourage greater engagement by students and parents, and by improving the information and technology available in pastoral support; Unifrog is a market leading package providing the full range of support on post-16 choices. Staff have received training and the current cohort will trial the use of the software; this represents a significant step in providing the framework for support with post-16 choices and is narrowing the gap between those with experience and those who need greater support. Unifrog also has the capacity to be used for 11-16.

Sixth Form Tutors have regular pastoral sessions on MS Teams, including one-to-one MS Teams meetings at the start of the term. Staff have conducted face-to-face meetings with Y12 regarding UCAS, which has maintained focus on supporting post-16 choices.

Switching to remote learning has enhanced the digital literacy of learners and the capacity to increase the benefits of adopting more integrated digital support. This should enhance the independence of disadvantaged students, by helping to overcome one of the most significant limiting features of support – a reliance on a relatively less flexible approach to support.

## **B. Strategies for Academic year 2019-2020**

**Priorities:**

### **Cultural Capital and Social Mobility**

**To embed Reading School Promise 2019-2020 and UK Social Mobility Award Roll of Honour status**

**Desired outcome: B1 Reading School Promise and commitment to social mobility throughout the organisation increases opportunities for students from disadvantaged backgrounds**

**B1** The Social Mobility Awards Nomination 2020 Executive Summary outlines the commitment Reading School has to enhance social mobility and the focus of our efforts this academic year, with specific focus on how using data has enabled us to support a wider group of disadvantaged students; *Reading School is successfully increasing the proportion of pupils from low-income families attending our top-performing state school. Increasing school intake and changing admissions policies supports our Future Stories Programme. Going beyond traditional use of data and using a wider definition of disadvantage, has allowed us to identify a larger group of current and prospective students potentially facing barriers; we adopted a wider, more inclusive, group for our exciting new 'TILT' focus in our quality support of learning. In response to the Covid-19 lockdown, we ensured our more inclusive group of disadvantaged students, including all those from low-income areas, are able to fully access the best quality teaching and learning support. We utilise MS Teams, including 'live' interactive support; provide laptops and digital support, responding to needs, with full access of remote learning; provide regular deliveries of food-boxes and books to families requiring additional care; and switched to remote support of low-income families in the Future Stories Programme, supporting disadvantaged pupils from partner schools in our wider community. 'Going beyond' improves our support of students from lower-income families; we now more effectively TILT interventions to support disadvantaged pupils gaining most from improved social mobility, whilst delivering swift improvements in digital literacy.*

See Social Mobility Awards Nomination documentation for more information. An entry will be made each year over time, to demonstrate our commitment to improve social mobility, increasing the number and proportion of students from low-income families

Though the Reading School Pupil Premium Promise has previously had limited take-up (identified as a barrier) this is partly due to the relatively complex set of co-ordination issues; this may also partly explain the other identified barriers. There is some evidence to suggest, a more specific focus on simplification of the processing of requests, and internal administration, will improve take-up. Some parents are keen to obtain support before the start of the year; PP grant finance does allow the flexibility schools require to assist with pupil transferring to secondary school by providing support before take-up of a place in September (on-roll). Providing choice in mechanism for grant support is essential – including up-front support, coupled with reimbursement of expenditure - to encourage greater take-up of support under the Reading School Pupil Premium Promise. There is some work to do, but we are gradually addressing the barriers. The process of support for FSM in lockdown, in initially providing food-boxes and then FSM vouchers has improved the communication with PP (FSM) the majority of parents. The challenge is to attract greater take-up of support from both existing students and new students. The addition of 'fee free' locker support to PP pupils, as part of the new on-site locker provision arranged and negotiated by Dominic Taylor, will also increase engagement. We have 40 'fee free' lockers allocated for September 2020 and a possibility of allocating lockers to some of the wider disadvantaged group from low-income backgrounds.

## **Desired outcome: B2 Participation in the breadth of school life from all pupils leading to increase in cultural capital**

### **Identified Barriers (November 2019)**

Lack of take-up regarding Reading School Promise

Ineffective internal and external communication

Loss of support from wider stakeholders

**B2** The Covid-19 lockdown has significantly reduced the impact of the planned support for participation on school trips in 2020. Parents and students actively identified school trip opportunities as the key to assisting with activities to assist with closing the gap in diversity of experience, and to improve integration of disadvantaged students in activities to promote cultural capital. However, in line with the inherent flexibility of the use of PP finance, there should be continuing flexibility in identifying opportunities to use PP grant funds to increase activities that actively support the ongoing wider cultural support activities, including Power to the 9's. In addition, support of CCF registration fees, activities and camps offers an additional mechanism to support breadth of experience for all pupils. CCF activities offer exceptionally good value for interested students and clarification of PP support to CCF activities may encourage greater take-up. With focus on coordination with the educational trips' coordinator, return to near normal activities in future should also see a return to the progress made in supporting activities. PP funds supported disadvantaged students access explorative trips, such as the trip to the Arctic Circle, which would undoubtedly be out of reach without our support.

### **Striving for progress: Meeting objective C1 and C2**

Improving our ongoing support of social mobility demonstrates integrity and is better served by including a wider support group for disadvantaged students, to include as eligible for support using PP grant money and those living in relatively low-income areas.

Disadvantaged – focus for school

- ▶ Any student who has been in care (LAC) for at least one day at any time
- ▶ Any student who has been adopted from care
- ▶ Students who have parents serving currently in the armed forces
- ▶ Any student who has been eligible for Free School Meals at any point in the last six years

### **Plus**

- ▶ All students living in LSOA's identified as IDACI deciles 1 to 3, the most deprived small areas.
- ▶ Any other non-eligible students identified under criteria identified in the conditions for grant.

## For information:

Who is included in the IDACI index?: The Income Deprivation Affecting Children Index is the proportion of all children aged 0 to 15 living in income deprived families, here defined as families that either receive Income Support or income-based Jobseekers Allowance or income-based Employment and Support Allowance or Pension Credit (Guarantee) or Universal Credit (in the 'Searching for work', 'No work requirements', 'Planning for work', 'Working – with requirements' and 'Preparing for work' conditionality groups) or families not in receipt of these benefits but in receipt of Working Tax Credit or Child Tax Credit with an equivalised income (excluding housing benefit) below 60 per cent of the national median before housing costs. Child asylum seekers are not included in the Income Deprivation Affecting Children Index.

<https://www.gov.uk/government/publications/english-indices-of-deprivation-2019-technical-report> via embedded link to pdf - *English Indices of Deprivation 2019 Technical Report, page 33*).

## Focus for 2020-2021

- Amendment to the Reading School Pupil Premium Promise for 2020-21.
- Actively encourage uniform grant access before September.
- Formally include all pupils from IDACI deciles 1 to 3 in our considerations for intervention and monitoring, a wider disadvantaged group – to include support all students from low income areas.
- Use of PP funds to be more specifically targeted to support T&L activities for all students that provide an opportunity to reduce the attainment gap for disadvantaged students.
- Develop capacity to assess performance of groups within the whole cohort, which would be greatly enhanced by the use of nationally recognised baseline data.

## Possible use of PP grant funds:

- Baseline assessment for all Y7 students on entry – nationally recognised baseline and progress testing; best option identified for T&L support – possibilities include GL Assessment (CAT4) and Midyis CAT4, also identify appropriate progress testing.
- Support for further development of remote access resources – including whole school resources such as Unifrog, academic dept requests for support for remote learning packages, and digital textbooks.
- Training for students and teachers to fully utilise the full functionality of MS Teams; to include small group training for PP students and
- To support allocation of funds to development of whole school teaching and learning strategies, identified with full agreement of new Head of T&L.

# Reading School Pupil Premium Strategy October 2020 statement

## School overview

Metric	Data
School name	Reading School
Pupils in school	1112
Proportion of disadvantaged pupils	2.43%
Pupil premium allocation this academic year	£23,515
Academic year or years covered by statement	2019-2020 and 2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Chair of Governors Mr R Kenwick
Pupil premium lead	Mr M Dawes
Governor lead	Mr D Fisher

## Disadvantaged pupil performance overview for last academic year 2019-2020 Year 11

Progress 8	+1.6 (+1.1 whole cohort)
Ebacc entry	100% (99.2% whole cohort)
Attainment 8	84.83 (84.03 whole cohort)
% Grade 5+ in English and maths	100%

## Strategy aims for disadvantaged pupils 2020-21

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

## Disadvantaged pupil performance overview for last academic year 2019-2020 Sixth Form

Students from disadvantaged backgrounds	Notes
85.71% A*-A	12% above whole cohort
100% A*-B	4.8% above whole cohort
Average grade A+	Average grade for whole cohort A-

## A. Strategies for current academic year 2020-2021– Teaching quality and Targeted academic support

Measure	Activity												
Priority A1	<b>Literacy interventions across KS3 and 4 for disadvantaged pupils</b>												
	<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.
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Priority A2	<b>Focused interventions to strengthen independence and resilience of disadvantaged pupils</b>												
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Barriers to learning?	<p><b>A1</b> Students lack focus on English compared to Maths at GCSE.</p> <p><b>A2</b> 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.</p>												
Projected spending	<p><b>Priority A1</b> Teaching and Learning Consultant and Literacy Ambassador £1k</p> <p><b>Priority A2</b> Specialist provision in order to raise aspirations including careers and pupil premium director led activities £2k</p>												



## B. Strategies for current academic year 2020-2021

Measure	Activity					
Priority B1	Cultural Capital and Social Mobility To embed Reading School Promise 2020-2021 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 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"> <li>Lack of take-up regarding Reading School Promise</li> <li>Ineffective internal and external communication</li> <li>Loss of support from wider stakeholders</li> </ul>					
Projected spending	<b>Priority B1</b> Social Mobility Schemes and Activities including Future Stories £5k <b>Priority B2</b> Reading School Promise (see Appendix 2) £10k					

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

Measure	Activity					
<p><b>Long Term Strategic Priority C1</b></p>	<p>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.</p>					
	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	<p>Reading School Promise and commitment to social mobility throughout the organisation increases opportunities for students from disadvantaged backgrounds.</p> <p>Attendance of pupils attracting pupil premium is consistent with that of other pupils.</p>	<p>Recruitment, retention and professional development of Pupil Premium Director.</p> <p>Attendance Officer and EWO to focus on Pupil Premium attendance.</p>	<p>The Department for Education guidance to schools clearly states 'Children with poor attendance tend to achieve less in secondary school'.</p>	<p>Through monitoring of attendance through the year especially utilising the role of Attendance Officer.</p>	<p>PPD</p>	<p>Termly and Annually via Attendance Officer and EWO</p>
<p><b>Long Term Strategic Priority C2</b></p>	<p>To further 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</p>					
	Desired Outcome	Action	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
	<p>Participation in the breadth of school life from all pupils leading to increase in cultural capital including Power to the 9's initiatives.</p>	<p>Where appropriate, in accordance with the Reading School Promise, subsidise the cost of co-curricular activities, curriculum trips, provision of material and resources.</p>	<p>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.</p>	<p>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.</p>	<p>AMR TE Pupil Premium Director</p>	<p>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.</p>

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

### 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 2020-2021 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><b>A1</b> To ensure there is 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><b>A2</b> To improve 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>Ensure specialist, inspirational teachers focus on delivery lessons in KS3 and KS4 in order to inspire and motivate, linked to role of Literacy Ambassador.</p> <p>Provide specialist advice specifically focused on students from disadvantaged backgrounds.</p>
Wider strategies 2019-2020	<p><b>B1</b> To ensure more effective internal and external communication.</p> <p><b>B2</b> To gain greater 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 (2020-2021).</p>
Wider Strategies 2020-2022	<p><b>C1</b> To increase take-up regarding Reading School Promise.</p> <p><b>C2</b> To ensure more effective 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 2020-2021 Planned Expenditure

<b>A1</b>	Teaching and Learning Consultant/Literacy Ambassador	£2k
<b>A2</b>	Specialist provision for careers and Pupil Premium Director Activities	£2k
<b>B1</b>	Social Mobility Schemes and Activities including Future Stories (FS)	£3k
<b>B2</b>	Reading School Promise Provision	£10k
<b>C1</b>	Cultural Capital activities including Reading Way programme and FS	£4.5k
<b>C2</b>	Further embed role of Pupil Premium Director to 'level the playing field'	£2k
	<b>Total:</b>	<b>£23.515</b>

## Summary of 2019-2020 Expenditure

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

## 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	
	<b>Total:</b>	<b>£18,700</b>

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.

## Review: 2019-2020 aim 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 in 2019-2020

- 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

### 2020 GCSE Data Pupil Premium

Grade 9 57.38%  
Grade 9-7 95.08

5% of cohort

P8 +1.6  
Ebacc 100%  
A8 84.83  
5+ English 100%  
A8 Whole Cohort 84.03  
P8 Whole Cohort +1.1

## A Level data

In 2020 students from disadvantaged backgrounds performed well in the Sixth Form as shown by the following external comparative data. This was a clear improvement on 2019 data and performance.

### 2020 A Level data: Disadvantaged Students in Year 13

57.14% A\*

85.71% A\*-A (12% above whole cohort)

100% A\*-B

APS PP 180 (Non PP 162.92)

### 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-)



## Impact Evaluation 2019-2020

In evaluating the impact of Reading School's provision, we have considered the following achievements by August 2020;

- 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 2020)

We believe that successful spending should lead to rising standards, the improvement in narrowing 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.

## 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 2020 as illustrated in being a finalist in the UK Social Mobility Awards in 2020. 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' (2020-2021) and 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 Bromcom 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. Therefore, we are fully 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. 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 2020-2021

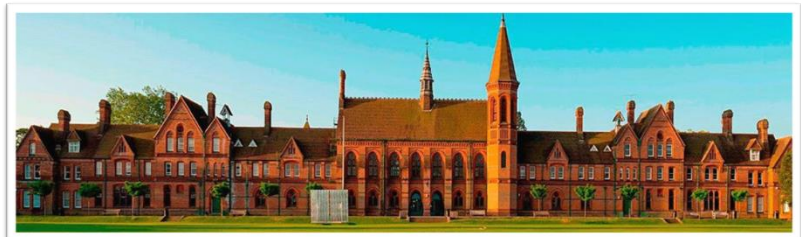
### Reading School Our Promise

Our aim is to make Reading School as open as possible to all boys. We know that parents worry about the cost of sending their child to school and we want to reduce that concern as far as possible.

If your son is currently eligible, a free school meal will be provided. In addition, for any boy offered a place at Reading School, who is eligible for pupil premium (i.e. who has been eligible for free school meals at any point in the last six years) we will provide:

1. **Confidentiality:** about financial arrangements with regard to your son. Assistance is given automatically with the minimum of fuss so that no family can be identified as receiving support. Our School Finance Director is there for you to talk to privately about any financial concerns.
2. **A £200 grant towards transport:** to assist with travel costs of getting your son to and from school.
3. **A grant of £100 per year:** for compulsory school uniform
4. **A grant of £50 per year:** for basic school sports kit.
5. **Access to a 'fee free' locker:** allocated on request for the academic year.
6. **Free laboratory coat, goggles and calculator: essential for Maths and Science lessons.**
7. **Free essential school trips:** There will be no charge for educational visits that every student is expected to attend and which are integral to the school curriculum.
8. **A grant of £250:** towards one residential trip in Years 7 – 11. Additional funds may also be available through the Reading Foundation subject to assessment.
9. **Subsidised music lessons:** up to a cost of £100 per year where individual music lessons are taken in school.
10. **Boarders:** No admin fee charged for an agreed payment instalment plan.

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



In order to establish who the grant is payable to, the student's permanent address will be used. This must be the student's permanent home address with their parent(s) / carer(s), e.g. the address where the student is registered with a GP. In the cases where parents have shared responsibility for a student, the permanent address will be where the student stays for the majority of the school week (Monday to Friday) and the school may ask for documentary evidence.

If you have any questions or would like to discuss any concerns you have, please telephone Mr Robson, Headmaster, at Reading School on 0118 9015600 or email: [headspa@reading-school.co.uk](mailto:headspa@reading-school.co.uk). If you would like more information on claiming grants, contact Mr Dawes, Director of Pupil Premium [mdawes@reading-school.co.uk](mailto:mdawes@reading-school.co.uk).