



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

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Assistant Headteacher
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FINALIST
SCHOOL/COLLEGE
OF THE YEAR
2020

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Contents

Introduction	3
Definitions	6
Covid-19 Response: Impact on disadvantaged students	7
Reading School Pupil Premium Strategy Statement September 2021	7
Pupil Premium Impact Statement (September 2021).....	8
Summary of 2021-2022 Planned Expenditure	9
Evaluation of Strategies 2020-2021– Priorities A, B and C.....	12
Impact Evaluation 2020-2021	16
Summary of 2020-2021 Expenditure	17
Appendix 1 FAQs.....	18
Appendix 2 Reading School Promise 2021-2022	19

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 September 2021 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 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.

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.

Our Pupil Premium Strategy for 2021-2022 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.

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 2021-2022 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 2021-2022, we will focus on prioritising 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. In terms of priority, policy and practice levelling the playing field is important to the Reading School family

We are committed to the value of a strategy that focuses on longer term actions and strategies, to take a longer view of the support the grant will provide and to align the Pupil Premium plan with the wider school improvement strategy, as illustrated in the 2021-2025 Strategic Development Plan and as included in the 2021-2022 Annual Operational Plan.

This report evidences the planning, implementation and evaluation of key aspects of our approach to developing and effective strategy for addressing disadvantage. It evidences a framework for realising the attainment and wellbeing of disadvantaged students, leading to better opportunities, life chances and life choices.

At Reading School, we recognise and value the inter-connectivity between our Strategic Development Plan 2021-2025 and the Annual Operational Plans 2020-2021 and 2021-2022. This ensures that there is a focus on positive outcomes for our people. Undoubtedly, addressing disadvantage is challenging. Inequality is endemic in society; inequality has an impact on learning, including learning over time. We consider inequality to be part of a process that affects individuals in different ways and to differing degrees. The nature and extent of the challenge does not result in us feeling powerless or indifferent. Indeed, on the contrary we do not accept that disadvantaged students are destined to underachieve.

An inclusive approach to learning and teaching can, and does, change lives at Reading School, and beyond. Positive interactions and positive relationships enable students from disadvantaged backgrounds to belong and to thrive. We are ambitious that every member of the Reading School community, irrespective of background, feels a sense of belonging. We want all members of the Reading School community to flourish. An important part of this ambition is to think and act positively with purpose when addressing the link between household income and educational achievement.

We are developing an approach focused on the needs of our students, which includes a model that is focussed on progression and a clear framework for evaluation, led by Mr Tom Evans. Disadvantaged students do not lack the ability or talent to make significant, positive contributions to our community. There are a number of areas, inter-related elements, that lead to progress:

- Relationships
- Self-regulated learning and metacognition
- Mental health, wellbeing/wellness, including social and emotional health.
- Development of language and comprehension.

At Reading School, the element of relationships is at the heart of our approach. We are committed to creating, maintaining and developing positive relationships in order to provide a foundation for Wellbeing, effective learning and high performance. We are committed to developing a culture that embodies a view that education has a crucial role to play in the improvement of life chances and life choices, irrespective of socio-economic background. It prioritises accountability to our students, to our families and to our community. Success drives aspirations. High performance is developed and enabled through a positive culture of purpose. The impact of socio-economic disadvantage on learning and wellbeing is a process and thus we need to take a long-term view with approaches we adopt.

Educational disadvantage cannot be tackled effectively in isolation. This is why it is imperative that our strategies to address disadvantage should be aligned with our wider academy strategic and operational development plans and actions. Thus, everything that happens both within Reading School and in the context of local and partnerships should work towards better outcomes for disadvantaged students. We need a positive school culture, professional judgement and staff agency linked to relevant research evidence in order to support our students. We need to be consistent regarding the importance of positive relationships and shared understanding of high expectations.

We aim to emphasise a relational approach with emotional wellbeing at its heart. At Reading School, we have the highest expectations of our students, irrespective of their backgrounds or barriers to learning. We are mindful of not lowering aspirations or expectations for disadvantaged students. Contributions to lessons and wider school life are encouraged and valued. Disadvantaged students should not necessarily be treated as a homogenous group and we seek to employ a proactive approach and anticipate future challenges. This is because we believe that the underachievement of disadvantaged students is not inevitable. We increasingly adopt an approach that is linked to process and impact evaluation.

In adopting an inclusive approach Reading School seeks to be an educational beacon of humanity, we have a duty to educate and protect the more vulnerable, and thus strive to promote equity and social mobility. We are seeking to develop a more consistent, collective understanding of inclusion. We are mindful of the EEF Toolkit and are also aware of our particular context in ensuring that we adopt a holistic view when deciding how to spend the Pupil Premium grant. The 2019 report from the National Governors Association entitled 'Spotlight on Disadvantage' has helped to shape our strategy. The Pupil Premium Governor, Mr D Fisher has a clear understanding of the impact of socio-economic disadvantage on learning. Governors model school values and hold the families of disadvantaged pupils in high regard. In line with Education Endowment Foundation guidance we have adopted a tiered approach to addressing disadvantaged (also aligned with our approach to Covid-19 recovery)

1. Teaching and Learning

- including professional development
- Recruiting and retaining specialist teachers
- Support for early career teachers

2 Academic Intervention

3. Wider approaches – including strategies to improve attendance, mental health, wellbeing, physical health, positive relationships and parental engagement.

We have sought to link activity together across the tiers. Regarding wider approaches strong, effective pastoral care is a foundation of our strategy to successfully address disadvantage. It is a stepping stone

to academic achievement and occurs both inside and outside the classroom and is also linked to our approaches to embedding character education and extra-curricular activities within our core curriculum.

We are committed to embedding a positive approach to mental health and wellbeing. Through positive, healthy relationships we can strengthen resilience, self-esteem and emotional wellbeing. During the Covid-19 pandemic we have become increasingly aware of the impact of trauma and loss and how this potentially can impact on both learning and wellbeing. Pastoral leaders help to manage emotions, anxiety, low mood and depression, working with outside agencies as appropriate.

We will not let the Covid pandemic lower expectations of any of our students including those from disadvantaged backgrounds. We set out expectations for learning in our school community, including a blended approach to learning which emphasised the opportunity to learn together and synchronously, to ensure students-maintained interactions and relationships with both their teachers and peer. Within the structure of blended learning we also created structure and routine, consistency of expectations, opportunities for conversations, modelling and feedback. In addition, some of our students experienced higher levels of stress and anxiety.

- 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 provide value for money as shown in the Annual Report published in September 2021.
- 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 pup
- It is important that we consider how well we are spending our allocation of the pupil premium funding. Our strategies and activities focus on the needs and aspirations of our Pupil Premium cohort.

Reading School has prioritised and effectively targeted expenditure and sought to take effective action in order to respond to the challenges.

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, which is additional to main school funding, is an important 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.

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 documents 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.

Covid-19 Response: Impact on disadvantaged students

The Covid-19 pandemic had the impact of acting as a catalyst regarding 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 by Reading School teachers and learner engagement was high according to survey evidence in 2021. In addition, as a key driver of social mobility, increasing digital literacy will enhance the life chances of all students. Reading School 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 was enhanced, narrowing the digital divide in digital literacy and access to learning resources beyond the classroom. Pupil Premium 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

Reading School Pupil Premium Strategy Statement September 2021

School overview

Metric	Data
School name	Reading School
Pupils in school	1101
Proportion of disadvantaged pupils	2.43%
Pupil premium allocation this academic year	£25.720
Academic year or years covered by statement	2020-2021 and 2021-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Chair of Governors Mr R Kenwick
Pupil Premium lead	Mr T Evans Assistant Headteacher
Pupil Premium Governor lead	Mr D Fisher

Pupil Premium Impact Statement (September 2021)

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 Grant 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 Behaviour, Attendance, and Attainment.

Strategy Targets for disadvantaged pupils in Year 11 2021-2022

Aim	Target	Target date
Progress 8	Achieve at least +0.75 for P8	August 2022
Attainment 8	Achieve at least A8 80	August 2022
% Grade 5+ in English and maths	100%	August 2022
Ebacc entry	100%	August 2022

Disadvantaged pupil performance overview for last academic year 2021-2022 Sixth Form

Students from disadvantaged backgrounds	Notes
A*-A	above whole cohort
A*-B	above whole cohort
Average grade	Average grade for whole cohort

Disadvantaged pupil performance overview for 2020-2021 Year 11

GCSE RESULTS

GROUP	9 TO 8	9 TO 7	9 TO 4
PP	84.31%	94.12%	100.00%
COHORT	83.64%	96.08%	100.00%

Summary of 2021-2022 Planned Expenditure

A1	Teaching and Learning Consultant/Literacy Ambassador	£3k
A2	Specialist provision for careers and Pupil Premium Director Activities	£2k
B1	Social Mobility Schemes and Activities	£3k
B2	Reading School Promise Provision	£10k
C1	Cultural Capital activities including Reading Way programme	£4.5k
C2	Develop Senior Leadership role as Pupil Premium Lead to 'level-up the playing field'	£5k
	Total:	£27.5k

Strategies for Academic Year 2021-2022

Priority A1: interventions across KS3 and 4 for disadvantaged pupils

In 2021-2022 we will develop the use of a new data dashboard to analyse the attainment of students in the Pupil Premium and the wider IDACI cohort to identify any barriers to learning, any gaps in attainment and to identify and provide appropriate support. This is particularly pertinent in 2021 as we prepare for the first group of PP students, in receipt of the 5 marks adjustment to the entrance test start their GCSE studies.

A working group comprising members of the Senior Leadership Team, the Director of Teaching and Learning and the Data Team will review progress made by students in 2020-21 both in relation to the wider cohort and in specific subject areas. It is noted that whilst the Pupil Premium cohort attained 84.31 % grades 9-8 which was above the performance of the wider cohort; individual discrepancies and subject trends need further analysis. It should also be noted that our internal data for Year 7 (the first cohort with the 5 mark entrance premium) shows that whilst the Pupil Premium cohort scores slightly lower than their wider group of peers in relation to CPRO grades (Curiosity, Perseverance, Reflection and Organisation) the wider IDACI group has a greater CPRO average difference of -1.4%

By focusing on the quality of teaching and ensuring appropriately targeted support, our aspiration is to increase the aspiration of this wider group of disadvantaged students at the same time as their peers.

Priority A2: interventions to strengthen the independence and resilience of students who attract pupil premium funding

In 2021 we will continue to provide additional support for next stages of education. The sixth form team adopted UNIFROG in 2020, identified before lockdown as an essential tool to encourage greater engagement by students and parents, and to improve the information and technology available to support post-16 choices. This year we will work with the Sixth Form team to ensure that disadvantaged students are identified early in the process of preparing UCAS statements and applications to Universities in order to ensure that any additional resource, pastoral support or careers advice is made available at the earliest possible opportunity.

We will also work with the Sixth Form transition lead to monitor the progress of disadvantaged students at the start of the sixth form journey and to report accordingly.

Priority B1. Cultural Capital and Social Mobility - Embed Reading School Promise 2021-2022 and UK Social Mobility Award Roll Finalist status (October 2021)

The Reading School Promise and our wider commitment to social mobility, throughout the organisation increases the opportunities for students from disadvantaged backgrounds. In 2021-2022 we will review the Reading Promise, work with parents to ensure any barriers to accessing support are well understood, work to improve both the communication and understanding of our commitment and the process for accessing support. We will also continue to work with local primary schools, developing the depth and breadth of provision for students from disadvantaged backgrounds.

Priority B2 Participation in the breadth of school life from all pupils leading to increase in cultural capital

In 2021-2022 our new elective program will create access to an incredible array of activities for all students. This approach to creating and enhancing opportunity for all of our pupils will clearly also benefit our disadvantaged students who will gain proportionally more from their participation.

In addition, we aim to:

- Further augment our extended day provision tilted to both IDACI and PP students
- Provide specific support for participation in leadership activities such as DofE and CCF
- Continue to source additional financial support available to trips and visits to increase cultural capital
- Work with the Heads of Department of Music and Drama to pilot a process of tilting communications to increase engagement of PP and IDACI students in after school activities and productions.

Priorities C1 and C2 Wider Strategies 2021-2023

Improving our ongoing support of social mobility demonstrates integrity in line with our core values; students are better served by our inclusive approach to widening the definitions of and support available for disadvantaged students. As such students prioritised for support at Reading School includes all Pupil Premium students in addition to:

Disadvantaged – focus for Reading 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 are currently serving in the armed forces
- ▶ Any student who has been eligible for Free School Meals at any point in the last six years

- ▶ All students living in LSOA's identified as IDACI deciles 1 to 3, the most deprived small areas.

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.

A. Evaluation of Strategies 2020-2021– Priority A1 and A2 Teaching quality and Targeted academic support

Measure	Activity					
Priority A1	Literacy interventions across KS3 and 4 for disadvantaged pupils					
	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).	HOH HODs	Review as part of learning walks and curriculum review process.
Priority A2	Focused interventions to strengthen independence and resilience of disadvantaged pupils					
	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'	Monitoring will be through learning walks and departmental reviews and student feedback.	TE Pastoral Leaders	Review as part of learning walks and curriculum review process Report to SLT

		learning over time. This is in line with the EEF research.		
Actions to overcome barriers to learning	A1 Students 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.			
Expenditure	Priority A1 Teaching and Learning Consultant and Literacy Ambassador Priority A2 Specialist provision in order to raise aspirations including careers student Leadership focused activities			

B. Evaluation of Priority B Strategies 2020-2021

Measure	Activity					
Priority B1	Cultural Capital and Social Mobility					
	To embed Reading School Promise 2020-2021 and UK Social Mobility Award status					
	Desired Outcome	Action/ Approach	Evidence and Rationale	Implemented well?	Staff Lead	Review of Implementation
		Recruitment, retention and professional development of Staff including Senior Leader 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.	TE AMR	Annually 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	Spending is reviewed for the full set of pupils attracting the Pupil Premium funding.

Measure	Activity
Actions to break down barriers to learning	<ul style="list-style-type: none"> Take-up regarding Reading School Promise Internal and external communication Support from wider stakeholders
Expenditure	<p>Priority B1 Social Mobility Schemes and Activities including Future Stories</p> <p>Priority B2 Reading School Promise (see Appendix 2)</p>

C. Evaluation of impact of Longer-Term Strategic Priorities C1 and C2.

Measure	Activity												
Longer Term Strategic Priority C1	<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> <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>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.</td> <td>Recruitment, retention and professional development Staff regarding capability to support students from disadvantaged backgrounds Attendance Officer and EWO to focus on Pupil Premium attendance.</td> <td>The Department for Education guidance to schools clearly states 'Children with poor attendance tend to achieve less in secondary school'.</td> <td>Through monitoring of attendance through the year especially utilising the role of Attendance Officer.</td> <td>TE CM</td> <td>Termly and Annually via Attendance Officer and EWO</td> </tr> </tbody> </table>	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 Staff regarding capability to support students from disadvantaged backgrounds 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.	TE CM	Termly and Annually via Attendance Officer and EWO
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Longer Term Strategic Priority C2	<p>To further embed leadership role and strategies and ensure funding streams are secured (in addition to Pupil Premium Grant) to raise standards, increase opportunities, breakdown barriers to participation at Universities and level-up the playing field</p> <table border="1"> <thead> <tr> <th>Desired Outcome</th> <th>Action</th> <th>Evidence and Rationale</th> <th>Implemented well?</th> <th>Staff Lead</th> <th>Review of Implementation</th> </tr> </thead> <tbody> <tr> <td>Participation in the breadth of school life from all pupils leading to increase in</td> <td>Where appropriate, in accordance with the Reading School Promise, subsidise</td> <td>All students need to be able to take part in order to benefit fully from its ethos</td> <td>Pupil Premium spending in this sphere is monitored by the Finance Director, and the Senior Leadership Team. The</td> <td>AMR TE Pupil Premium Director</td> <td>Spending is reviewed for the full set of pupils attracting the Pupil Premium funding.</td> </tr> </tbody> </table>	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	Where appropriate, in accordance with the Reading School Promise, subsidise	All students need to be able to take part in order to benefit fully from its ethos	Pupil Premium spending in this sphere is monitored by the Finance Director, and the Senior Leadership Team. The	AMR TE Pupil Premium Director	Spending is reviewed for the full set of pupils attracting the Pupil Premium funding.
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Measure	Activity					
	cultural capital.	the cost of co-curricular activities, curriculum trips, provision of resources.	and values. It is important that none feel excluded.	Reading School promise is publicised on the School Website and regularly in in-school communication.		
Actions to break down barriers	<ul style="list-style-type: none"> take-up regarding Reading School Promise internal and external communication 					
Expenditure	Priority C1 Embed Reading School Promise and support attendance strategy Priority C2 Reading School Promise					

RAG rated 2020-2021 Outcomes

- Amendment to Reading School Pupil Premium Promise for 2020-21: ***Form amended and updated and communicated directly to PP cohort by Mr T Evans.***
- Actively encourage uniform grant access before September: ***MACRON given the details of all PP students so parents could order PE kit at zero cost and without requiring reimbursement.***
- 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: ***IDACI students specifically invited to participate in extended day trials.***
- 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: ***Attainment of PP students above wider cohort at GCSE level in 2021; see A1 for 2021 targets***
- Develop capacity to assess performance of groups within the whole cohort, which would be greatly enhanced by the use of nationally recognised baseline data. ***Work now in progress to improve datasets, reporting tools, access and understanding with a focus on SLT and Middle Leaders in Michaelmas 2021***

Impact Evaluation 2020-2021

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**
- 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 areas of the curriculum to ensure positive outcomes **Met**

- Amendment to Reading School Pupil Premium Promise for 2020-21: ***Form amended and updated and communicated directly to PP cohort by Mr T Evans.***
- Actively encourage uniform grant access before September: ***MACRON given the details of all PP students so parents could order PE kit at zero cost and without requiring reimbursement.***
- 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: ***IDACI students specifically invited to participate in extended day trials.***
- 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: **Attainment of PP students above wider cohort at GCSE level in 2021; see A1 for 2021 targets**
- Develop capacity to assess performance of groups within the whole cohort, which would be greatly enhanced by the use of nationally recognised baseline data. ***Work now in progress to improve datasets, reporting tools, access and understanding with a focus on SLT and Middle Leaders in Michaelmas 2021***

However, there is still work to be done! We are committed to ensure that disadvantage is at the forefront of the discourse at Reading School. The definition of disadvantage needs to incorporate a wider group of students than the traditional definition of a group of young people that are identified for the Pupil Premium grant.

At Reading School, we are committed to ensuring that pupil needs, rather than labels, drive our strategy. Thus, our strategy is linked to inclusion with the concept and value of equity of opportunity at the core of our approach. Our evidence base illustrates the impact of our strategic and operational approach for all young people, as part of the Reading School family. Furthermore, our approach has a positive impact on the local community, across our education system, not only in relation to our cohort, for instance through our Future Stories programme. We seek to further develop our practice and we are committed as an institution to do our best for our students and our community.

Our Assistant Headteacher, Mr Tom Evans is responsible for identifying and understanding the impact of socio-economic disadvantage on learning and wellbeing. We need to address any associated gaps and subsequently build a package of support, for instance including IDACI data. Our strategy relates to both the short- and longer-term solutions to removing the barriers of inequality through the power of positive relationships, wellbeing and community.

Summary of 2020-2021 Expenditure

A1	Teaching and Learning Consultant/Literacy Ambassador	£2.7k
A2	Specialist provision for careers and Pupil Premium Director Activities	£8.61k
B1	Social Mobility Schemes and Activities	£2.787k
B2	Reading School Promise Provision	£8.2k
C1	Cultural Capital activities including Reading Way programme	£1.7k
C2	Further embed role of Pupil Premium Director to 'level the playing field'	£2.0k
	Total:	£26,127

Appendix 1 FAQs

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 2021 as illustrated in being a finalist in the UK Social Mobility Awards in 2021. 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, and our 'Pupil Premium Promise' (September 2021).

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 each academic year.

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

We 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. 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. Thus, in terms of priority, policy and practice, leveling the playing field is important to the Reading School family.

Appendix 2 Reading School Promise 2021-2022

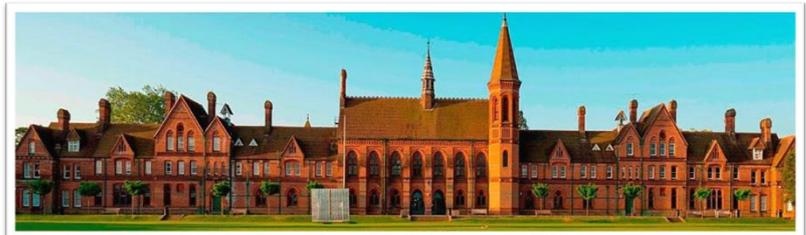
Reading School Our Promise

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. If you would like more information on claiming grants, contact Mr T Evans, Assistant Headteacher, tevans@reading-school.co.uk.