



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

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Director of Pupil Premium
November 2022**

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Pupil premium report 2022-23

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Pupil premium strategy statement

Introduction: Reading School is committed to providing the best possible education and wider provision of support for its students, particularly those from disadvantaged backgrounds and those in receipt of the Pupil Premium. During recent years, through the COVID pandemic and during recovery from it, ensuring that all students can benefit equally from a range of opportunities both within and beyond the classroom is critical to the strategy and curriculum offer developed as part of the Reading Way.

Reading School is committed not just to outstanding outcomes but also to an outstanding program of character education and the implementation of outstanding opportunities for social and cultural capital.

In the broader national context there is evidence that the poorest 50 percent of students attend just 15 percent of schools: it is not just the outcomes of the education system that create and encourage social mobility but the connections; relationships and belonging that an outstanding education could, and should provide. Our Pupil Premium cohort benefit from a school wide TILT philosophy, and we talk about 'opportunities for all that are **'Tilted'** to some.

Many of the interventions detailed in the document are offered to all students, but with a proactive bent towards ensuring the participation of our disadvantaged students: what we do for all is important in the same way as what we do for some. And so, our Electives program provides access to other 100 different activities each week within the curriculum: all students benefit and as such the range of spaces to collaborate, contribute and gain the advantages of connection, confidence and cultural and social capital are broadened. Whole school initiatives create space for Belonging: the program of residential activities termed 'Belonging Week' in 2022 included 100% of pupils in Years 7-10 and all Pupil Premium students took part for free.

Likewise, our Future Stories program enables our students go give back to the local community, but significantly creates a positive feedback loop, contributing to the significant increase in Pupil Premium students attending Reading School. As such this increase, must be seen as validation of the school's approach towards and contribution to social mobility in the broader community context. We are also proud of the educational outcomes of our Pupil Premium cohort and 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 2022-2023 Reading School will continue to focus on a tiered approach to facilitate an effective balancing of approaches to teaching and curriculum implementation including electives, targeted academic support and wider strategies. We are mindful of the EEF Teaching and Learning Toolkit which summarises relevant educational research and is used to help inform decisions and planning. This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils and it outlines our broader pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Reading School
Number of pupils in school	1119
Proportion (%) of pupil premium eligible pupils	4.58 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 and 2022-2023
Date this statement was published	7 th November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Mr Ashley Robson – Headmaster
Pupil premium lead	Mr Tom Evans – Assistant Headteacher
Governor / Trustee lead	Mr D Fisher – Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31520
Recovery premium funding allocation this academic year	£9660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41,180

Pupil premium impact statement.

We believe that successful spending should lead to rising standards, the narrowing of any achievement gap and the broadening of opportunities for the most disadvantaged pupils at Reading School.

At Reading School, we believe that it is important that we consider how well we are spending our allocation of the pupil premium funding and 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 other target groups, including previously looked after students.

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

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 Attainment, Behaviour, and Personal Development.

Attainment:

Our principal attainment target for August 2022 at KS4 was to achieve at least +0.75 for Progress 8; this target was exceeded with the current estimated average of +0.88 attained by the cohort of 5 students.

KS4	2017	2018	2019	2022
P8	0.66 (90 students)	0.98 (101 students)	1.03 (104 students)	0.64 (<i>prov.</i>) (148 students)
Disadvantaged P8	1.21 (1 student)	0.98 (3 students)	1.03 (2 students)	0.88 (<i>est.</i>) (5 students)
SEN P8	-1.97 (3 students)	0.82 (5 students)	-0.73 (1 student)	0.79 (<i>est.</i>) (4 students)
EAL P8	0.99 (20 students)	1.31 (15 students)	1.13 (24 students)	0.84 (<i>est.</i>) (76 Students)

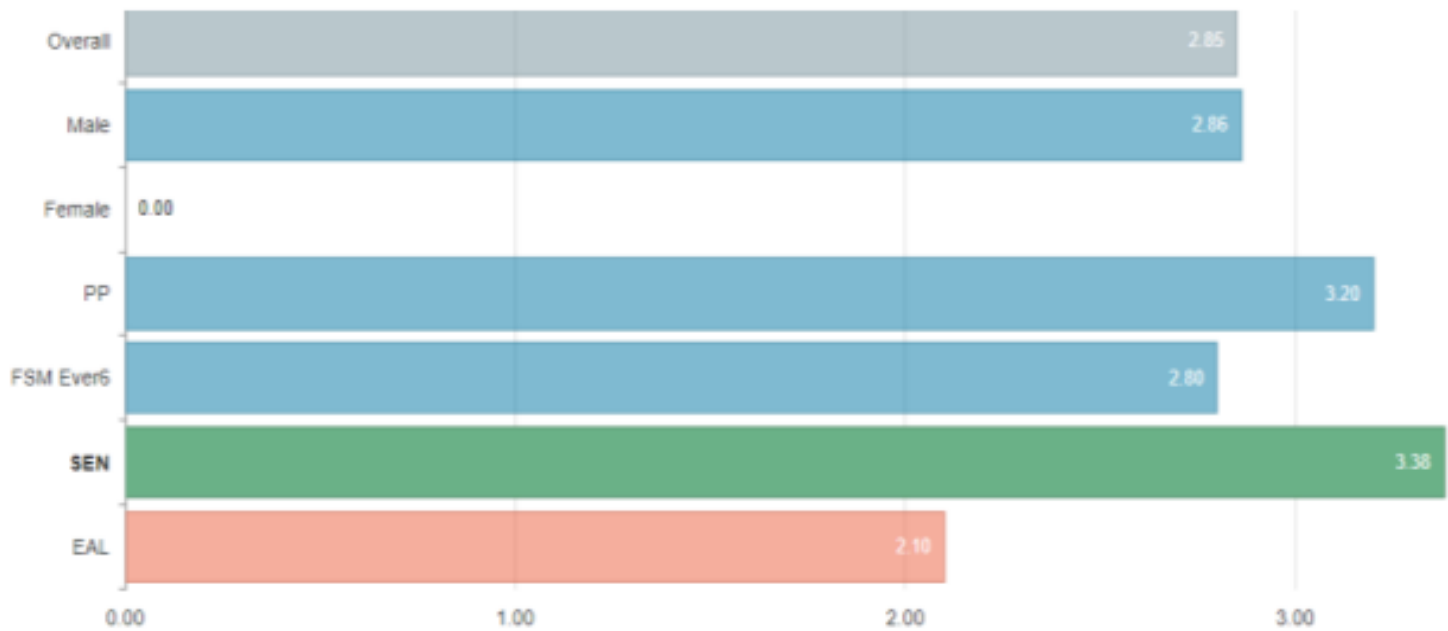
Significantly this Progress 8 score is +0.22 above the score for the whole cohort of students suggesting that are disadvantaged students make above average progress and that they attain, on average, better than their peers.

Behaviour and Attitudes:

Whilst we do not have explicit targets for Behaviour and Attitudes, given the whole school focus on TILT we would hope for our PP cohort to receive at least as many positive behaviour points as their peers.

The graphic below illustrates that PP students received on average 3.20 positive behaviour points, in the time period reported on whilst the wider cohort received 2.86 points.

This is positive and suggests that there is evidence of both the behaviours expected by being demonstrated by PP students, but also that it is recognised and proactively rewarded by staff.



Pupil Premium statement of intent:

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

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

'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. In most schools, parents are not even consulted about the PPG spend.' EEF (2018) The Reading Promise allows parents to contribute to some of the allocation of resources. (See Appendix 1) In addition we work closely with the parents of the most vulnerable students, including Previously Looked after students.

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

Our Approach

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

Teaching

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

Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy

Schools may find using the pupil premium in this way helps to increase pupils' confidence and resilience, encourage pupils to be more aspirational and benefit non-eligible pupils.

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

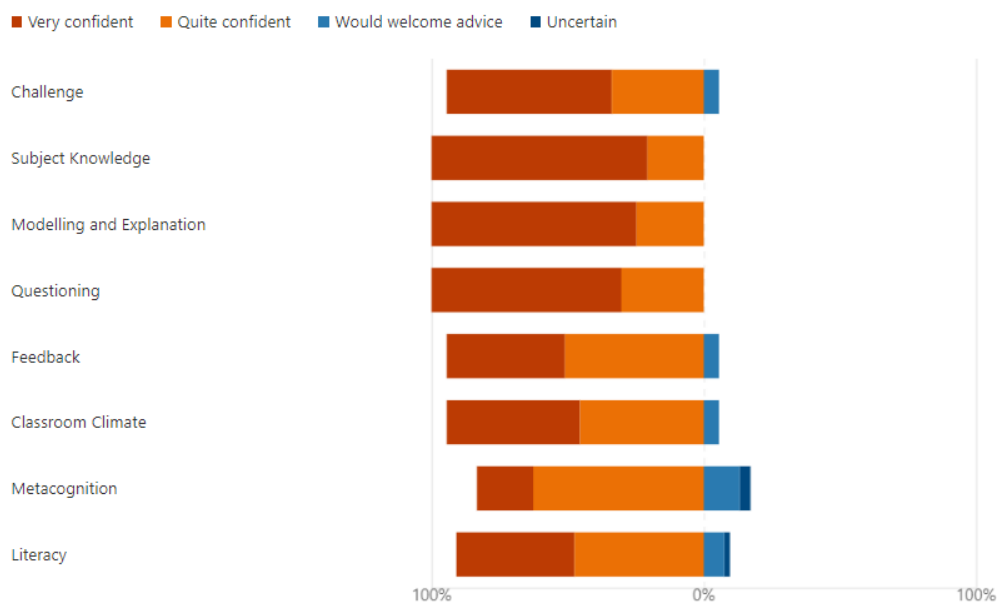
Our tiered approach builds on this evidence base:

Teaching:

Quality First teaching led by the teaching and learning team, with a focus on ensuring that all departments develop TILT methodologies. This is supported by a rigorous program of CPD and quality assured through regular meetings, plenary sessions and surveys; see below snapshot related to the 8 core classroom practices enshrined in the schools Teaching and Learning Policy

4. The 8 Core Practices underpin everything that research tells us 'Quality First Teaching' should be at Reading School. They are enshrined in our T&L Policy, which can be found here: <https://www.reading-school.co.uk/attachments/download.asp?file=2393&type=pdf> . How would you rate your USE of the following in the classroom?

[More Details](#)



Academic Support:

Largely led by departments but examples of best practice delivered in 2021-22 would include the Maths mentoring programs offered to Year 7 students to plug gaps in prior attainment, the English Department approach to supporting PP students in KS4 both with access additional specialist input funded by the PP budget, but also with a departmental approach to intervention. In addition, we have increased the quality of internal data to ensure that all teachers, HoD's and pastoral staff can review the performance of PP students both individually and as part of the wider cohort.

Wider Approaches:

Exemplified by support for social mobility programs such as Future Stories; the development of Cultural Capital through Electives, co-curricular opportunities and the Reading Way character program and the removal of financial barriers exemplified by our approach to Educational Visits and delivery of the Reading Promise

Our offer:

- Have subject specialists who deliver Quality First Teaching, supported by T&L team, program of CPD and departmental programs
- Know our students, which of the pupils that we teach are in receipt of the Pupil Premium, and seek to understand their specific needs.
- Use PP as a data subset to ensure that Heads of Department and their teams are able to analyse contextual subject data for the wider PP cohort and for individual PP pupils in order to actively monitor and support their progress in each subject
- Seat PP pupils near someone who will maximise their learning
- Offer additional financial support through the **READING PROMISE**
- Automatically enrol PP students on trips and visits eg **BELONGING WEEK** and offer funding for overseas trips
- Expect full participation in **ELECTIVES** from all PP students and TILT their offer as required
- Where possible, ensure PP students prioritised in accessing **EXTRA-CURRICULAR** opportunities
- Ensure careers resources, interview and access to wider opportunities such as **INVESTIN** are leveraged and Tilted to PP students
- Offer outstanding opportunities for leadership and character education to all students through our **FLOREAT** program
- Work to recognise wider societal barriers and respond accordingly

Model of Success

Leadership and TILT strategy

Academic Extension

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

Careers Support

Prioritised access to careers advice. Investin Bursaries. Program of lectures, and talks.

Social Mobility Programs

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

Cultural Capital

Through electives and Life Skills activities, co-curricular program, floreat curriculum and Reading Way activities.

Removal of Financial Barriers

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

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

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

Activity in the last academic year

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

A1	<p>Teaching and learning consultant</p> <p>Supporting literacy through targeted interventions, development of resources for PP students in Year 5&6 taking part in Future Stories and additional targeted intervention</p>	£3k
A2	<p>Provision for careers and pupil premium director activities</p> <p>Ongoing work to roll out UNIFROG to support careers program</p> <p>Development of new targeted initiatives eg INVESTIN platform bursaries offered to PP students in Years 10 & 11</p> <p>Appointment of new Careers Advisor with remit to TILT careers provision and ensure PP students can access and benefit from support</p>	£2k
B1	<p>Social Mobility schemes and activities</p> <p>Future stories programs and staffing including Science and Me, Summer Camps, and mentoring programs for Year 5 and 6 PP students.</p> <p>Partnership development including BCF, Reading Football and Wildcats to increase scope of provision for both Reading School and primary school pupils</p> <p>Reading School Promise:</p> <p>Reading Promise reviewed and amended. Changes communicated to parents to increase awareness and uptake</p>	£3k
B2	<p>Cultural capital and Reading Way program</p> <p>Additional support for PP students to take part in DofE, CCF and Belonging Week activities</p>	£4.5k

C1	<p>Additional opportunities provided to students in Year 7 to take up subsidised instrumental lessons to increase participation</p> <p>Develop Senior Leadership roles to 'level up'</p> <p>Including data and work on new data dashboards with PP and IDACI students flagged and included as subsets within the data; T flags added to bromcom.</p>	£5k
C2		

Targets and budget for 2022-23

A1 - Primary transition work and extended day provision: £4000

Having delivered pilots of extended day programs and mentoring for Year 7 students in 2021-22 this year we will build on these programs to ensure continuity of provision and to proactively address any gaps. As such we intend to work with PP students in Year 6 before they start as Reading School as part of our Future Stories program. This work will be led by our newly appointed Primary Transition lead and build on mentoring programs already in place. We will also embed the extended day transition model in Year 7 for both PP and other students offering provision to all but targeting spaces at these two groups.

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

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools>

A2 - Provision for careers: £2000

Building on positive feedback from 2021, we will continue to offer INVESTIN bursaries for PP students in KS4 and roll out Unifrog to a wider group of students to support their journey through and beyond Reading School. We know that networks of support and cultural capital can be barriers to achieving beyond school and we remain committed to ensuring the best possible outcomes in terms of University admissions and careers.

B1 - Social Mobility schemes and activities: £3000

Our Future Stories program continues to work with local primary school children from disadvantaged backgrounds, targeting partner schools in specific local geographies. This program has seen our PP cohort increase in size by over 300% over 5 years. As such we continue to invest in this program, supporting Summer Camp for Year 5 students and a range of other activities which create opportunities for our students to develop their contributions to the local community, offer mentoring and benefit from associated increases in confidence, identity and belonging.

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

B2 - Reading School Promise: £10000

The Reading Promise supports cultural capital, literacy and access to resources for PP students but crucially encourages dialogue between school and parents and puts families in the driving seat in terms of resource allocation. The cost of living crisis has seen an increase in engagement with the promise and it helps families with transport, uniform and other associated costs ensuring that our PP students get to school ready to learn without having faced unnecessary barriers. All students get free PE kit, calculators, lab coats, revision guides and books during Reading Week in addition to the items claimed for using the promise.

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF%20Parental%20Engagement%20Guidance%20Report.pdf?v=1635355222)

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

<https://www.reading-school.co.uk/attachments/download.asp?file=3374&type=pdf>

C1 - Cultural capital and Reading Way program: £7000

We continue to support students in their participation in CCF and DofE covering related costs for PP students. Our Music for all program engaged over 50% of PP students in Year 7 with learning a musical instrument in 2022 and so we plan to extend this program. We also enable access for PP students to a huge range of programs through our inspirational Electives program, increasing access to the arts, to outdoor learning, to STEM activities, to Design and Technology, to Sport and to other inspirational activities. We will also use this budget to enable PP students to take part in Belonging Week residential at no cost.

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

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

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

C2 - Pupil Premium Director time: £5520

Ensuring regular CPD, review of our approach and developing dialogue with both Pupil Premium students and their parents is a key strategic target requiring the allocation of time by Senior Leaders including the Pupil Premium Director.

In 2022-23 we will continue the program of TILT learning walks, TILT CPD and support for Middle Leaders wanting to pilot or develop new interventions aligned with our wider PP strategy. This is in addition to work with the Teaching and Learning team to continually quality assure whole school approaches to Teaching and Learning, Departmental Plans and implementation.

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

The above targets and associated budget are indicative and may change if final funding allocations are adjusted.

C3 – ICT Provision for Year 11-13 students: £2000 –

(NB – this figure is from PP uplift funding not yet included in the 22-23 budget)

Based on the schools digital learning strategy, in 2022 and 2023 we are piloting the rollout of digital devices to all of the PP students in Year 11 in each of the consecutive years. This will ensure that as the schools digital learning strategy evolves, our provision for PP students is proactive.

https://d2tic4wvo1usb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1667853488