



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

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Director of Pupil Premium  
November 2023**

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# Pupil premium report 2023-24

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# Pupil premium strategy statement

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.

Reading as a town suffers from extreme income deprivation in a number of areas with 5 wards of LSOA's in the lowest 10% of national income deprivation. Many students in our PP cohort live in these areas such as Whitley and Coley and our work supporting primary schools in these specific locations is a key part of our strategy; creating opportunities for young people across Reading with our cohort of students offering their time and energy as mentors and coaches.

We believe that our Future Stories program and its specific intent benefits all participants: those in primary schools benefitting from explicit character education, activities such as canoeing and co-curricular opportunities in the same way that our students benefit from their roles as mentors.

The numbers of pupil premium students at Reading School has now risen for 5 consecutive years with our work to support primary schools and outreach for all students, boys and girls in local partner schools but also with specific targeted support for PP students that wish to take the Reading School entrance tests.

Whilst the number of students reaching out for help with bus fares might be limited, ensuring PP students can access music lessons and opportunities to sing, can take part in trips and visits and are exposed to the broadest possible range of culture influences is a key philosophical priority.

Many of the interventions detailed in this 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.

This philosophy of 'Tilting' extends through and beyond the classroom: whether it is Reading Week resources, support for Trips, participation in electives and extra-curricular activities, or the earliest access to careers appointments; all students benefit from the breadth of our curriculum, with our intent is to be particularly sensitive to the needs of and barriers faced by our pupil premium cohort.

Through careful planning and work by staff the range of spaces to collaborate, contribute and gain the advantages of connection, confidence and cultural and social capital are broadened.

In addition to the 'extras' we must also take care of the basics:

*'Pupil Premium pupils have all borrowed at least one book this year, with many using the LRC regularly for books, laptops and after school clubs such as Warhammer. Only two Year 10 pupils registered as IDACI have not borrowed books or laptops from the LRC this academic year: of these, one is a regular visitor at break and lunch and uses the LRC as a social space. The other responded to a student survey and indicated that he regularly reads once a week, and he uses books from home.'*

As this extract from our LRC report (2022-2023) shows, the staff at Reading School care and are conscious of barriers to learning.

Significantly, whole school initiatives create space for Belonging with all students taking part in Reading Week, Belonging Week and Electives. These programs are for everyone: high expectations ensure the benefit is accrued by all students. Free books, free trips and free choice are invisible and students benefit with being made to feel different.

We are 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 both in the school and beyond
- 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 and care should be and is taken to understand and support the needs of specific students from this cohort

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 2023-2024 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	1138
Proportion (%) of pupil premium eligible pupils	6.3
Academic year/years that our current pupil premium strategy plan covers	2022-23 and 2023-2024
Date this statement was published	13th November 2023
Date on which it will be reviewed	March 2024
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	£58,567
Recovery premium funding allocation this academic year	£11,868
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,435

# 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 2023 at KS4 was to achieve at least +0.75 for Progress 8.

This target was exceeded with the current estimated average of +0.97 attained by the cohort of Year 11 students and **+1.15 attained by the cohort of Pupil Premium students**. This is a significant success.

Significantly this Progress 8 score is +0.18 above the score for the whole cohort of students suggesting that our disadvantaged students make substantial progress and that they attain, on average, better than their peers. The trends over time are very positive too as illustrated in the data shown below:

KS4	2018	2019	2022	2023
P8	0.98 (101 students)	1.03 (104 students)	0.64 (148 students)	0.97 (124 students)
Disadvantaged P8	0.98 (3 students)	1.03 (2 students)	0.88 (5 students)	1.15 (4 Students)

## Behaviour and Attitudes:

Regarding Behaviour and Attitudes, given the whole school focus on TILT we would hope that Bromcom data for specific behavioural metrics would show positive trends for our PP cohort.

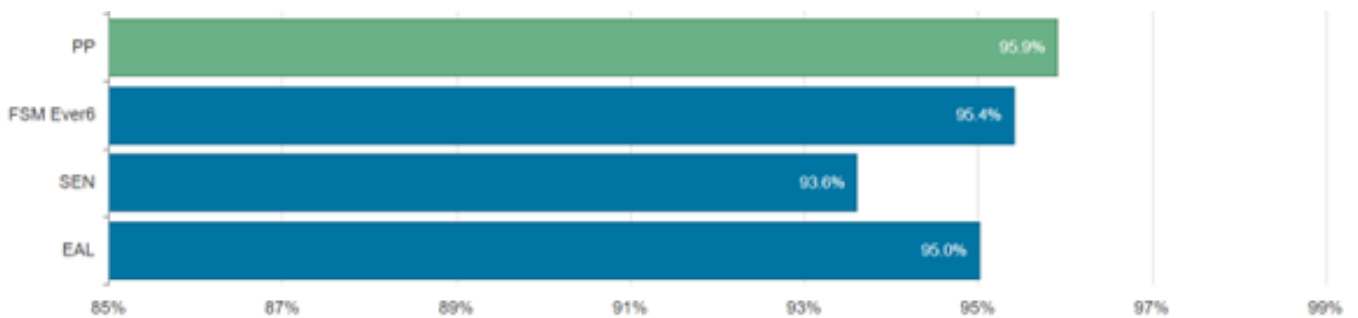
We have ambitious whole school targets that have been exceeded by our Pupil Premium cohort in 2022-2023 as illustrated below in graphs 1 and 2. Through the dedicated support of the pastoral team and attendance officer that our PP students would have positive attendance records, and even in groups where attendance can drop off; such as the Year 11 pre-study leave cohort our PP attendance is positive – see Graph 1 below.

It is positive to note that the PP cohort across the school to receive at least as many positive behaviour points as their peers. The graphic below (Graph 2) illustrates that PP students received on average 5.19 positive behaviour points, in the time period reported on (Autumn Term 1 2023) whilst the wider cohort received 3.47 points.

Both of these evidence snapshots are positive and suggests that there is evidence of both the behaviours expected by staff, being demonstrated by PP students. High attendance and of recognition and proactive rewarding by staff.

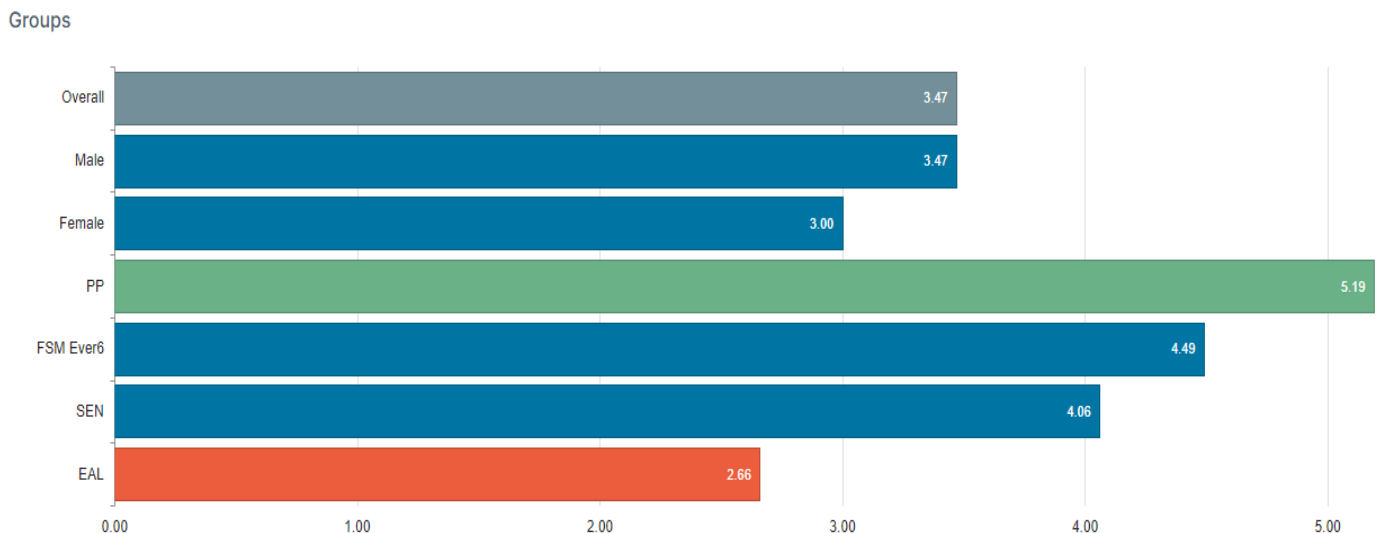
### Graph 1

#### Year 11 attendance prior to study leave:



### Graph 2

#### Positive Behaviour Points – 2023 by group



# 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 pupils<sup>1</sup>.

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. 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: additional literacy support, mentoring and other support all being offered as required.

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

- school breakfast clubs
- Music lessons for students in Year 7 and further support offered to disadvantage pupils
- Ongoing and structured help with the cost of educational trips or visits
- speech and language therapy

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



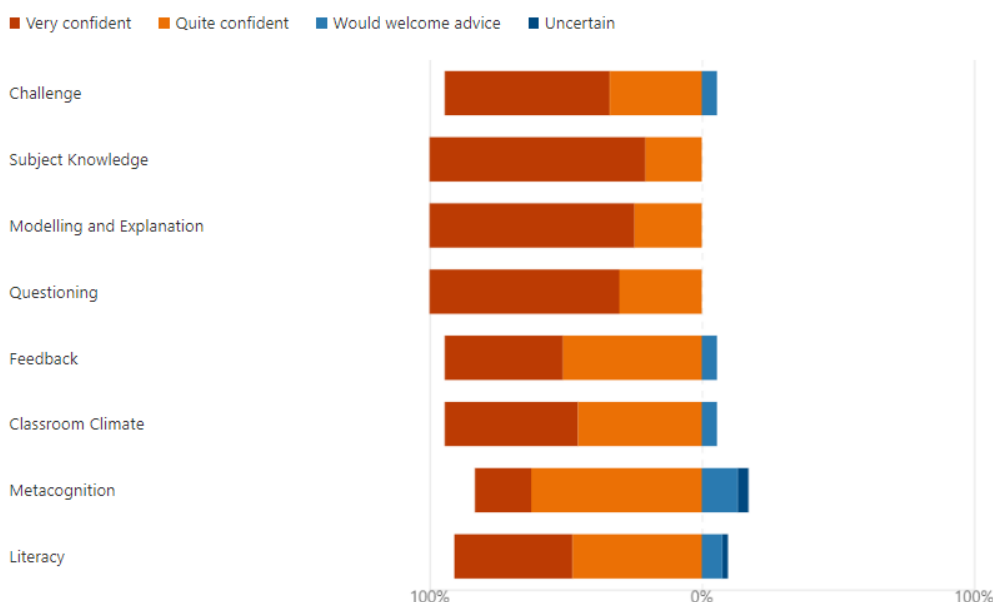
Schools may find using the pupil premium in this way helps to increase pupils' confidence and resilience, encourage pupils to be more aspirational and benefit non-eligible pupils. Our tiered approach builds on this evidence base:

**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.

The Year of Reading and Year of Writing also put literacy at the forefront of whole school priorities.

- 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, examples of best practice delivered in recent years include the Maths mentoring programs offered to Year 7 students to plug gaps in prior attainment, (2022) 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 (2023). Currently project 56 targets students with lower than average attainment and effort scores in Year 11 and PP students are included in this whole school program. In addition, we have increased the quality of internal data to ensure that all teachers, Heads of Department and pastoral staff 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

### Snapshot of Year 7 elective allocations:

Electives create opportunities for all students to access areas of learning, knowledge and skills that would not traditionally be available to them. Building on our character framework, these electives create space for social and cultural capital to flourish: MN is taking part in Space Travel, Real world Physics and Performing this term. And will do 3 new equally exciting activities next term. Build the 'extra' into the 'core' ensures that all students benefit from our innovative approach to delivery of the taught curriculum.

TM	MN	RP	RP	YT
7/Ev2	7/Ev1	7/Ev4	7/Ev6	7/Ev7
<i>Through an African Lens</i>	<i>Space Travel and Engineering</i>	<i>Bushcraft</i>	<i>Chinese culture</i>	<i>The Big Questions</i>
78/Ev4	78/Ev1	78/Ev5	78/Ev3	78/Ev4
<i>Chess</i>	<i>What if – Real World Physics</i>	<i>History of War</i>	<i>Global New and Current Affairs</i>	<i>Chess</i>
78/Ev31	78/Ev23	78/Ev28	78/Ev28	78/Ev21
<i>Canoeing</i>	<i>Performing</i>	<i>Rugby</i>	<i>Rugby</i>	<i>City building</i>

### Snapshot of additional careers support:

This is a summary of the impact feedback of one of our current Year 12 students who took part in a fully funded INVESTIN program during KS4.

*The InvestIN online medical course was an amazing experience that I am extremely grateful to have been able to partake in. It really helped to affirm my aspiration to pursue a career in medicine. Over two days, I and the other people on the course had insights into the life of a doctor and the typical procedures carried out in hospitals. On the first day, there were three sessions. The first was the life of a junior doctor, encompassing the type of workload they have and how to get into medical schools. After this, we had a seminar on how to write the perfect personal statement and interview techniques before, at the end of the day, we were taught how to get the history of a patient in order to diagnose their problem and were able to use a medical program which simulates a hospital environment to practice this on two patients; one suffering from a respiratory condition and another having side-effects from his chemotherapy treatment for testicular cancer. On the second day, the first class was walking through a week in the life of a psychiatrist with a current NHS psychiatrist and looking at different mental health issues and how to deal with patients who were suffering from these various issues.*

## Our offer:

- Have subject specialists who deliver Quality First Teaching, supported by T&L team and CPD
- 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
- Report on the PP group in terms of outcomes and progress
- Seat PP pupils near someone who will maximise their learning
- Offer additional financial support through the **READING PROMISE, and** other bursaries
- Automatically enrol PP students on trips and visits both for **BELONGING WEEK** and 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 with **DofE and CCF** offered to this cohort first
- Ensure PP students access careers interviews first and have access to wider opportunities such as **INVESTIN**
- Offer outstanding opportunities for leadership and character education to all students through our **FLOREAT** program and associated opportunities
- Work to recognise wider societal barriers and respond accordingly; including growing needs for support with transport

## Model of Success

### Leadership and TILT strategy

<p><b><u>Academic Extension</u></b> Quality first teaching, TILTed feedback and classroom. Subject specific and contextual mentoring Tilted</p>	<p><b><u>Careers Support</u></b> Prioritised access to careers advice. Investin Bursaries. Program of lectures, and talks.</p>	<p><b><u>Social Mobility Programs</u></b> Future Stories opportunities for PP and other disadvantaged students. Summer Camps and Transition program.</p>	<p><b><u>Cultural Capital</u></b> Through electives and Life Skills activities, co-curricular program, floreat curriculum and Reading Way activities.</p>	<p><b><u>Removal of Financial Barriers</u></b> Parents are involved in the allocation of additional resources through the Reading Promise. Extra-curricular trips and residential are largely offered without charge or heavily subsidised.</p>
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**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 Academic year 2022-2023

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	<b>Primary Transition Work</b>	£4000
A2	<b>Provision for careers</b>	£2000
B1	<b>Social Mobility schemes and activities</b>	£3000
B2	<b>Reading School Promise:</b>	£10000
C1	<b>Cultural capital and Reading Way program</b>	£7000
C2	<b>Pupil Premium Director</b>	£5520
C3	<b>ICT Support for Year 11 students</b>	£2000

## Targets and budget for 2023-24

### **A1 - Primary transition work and associated activities: £10000**

This year we undertook to visit the primary school of each of our 21 PP students to ensure a positive transition and to front load the process of supporting them at Reading School. Our transition lead delivered after school clubs, homework support and PSHE to all Year 7 students, providing an additional layer of support and enabling the early identification of any concerns. FCPD has been offered to all staff supporting this transition process and the transition lead is working closely with Heads of House, and Department to share best practice and support a growing understanding of the needs of specific students and their learning journeys.

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

### **A2 - Provision for careers: £2000**

Building on positive feedback from students, we will continue to offer INVESTIN bursaries for PP students in KS4 and roll out Unifrog to all students to support their journey through and beyond Reading School. In 2024 we will run a careers fayre and time will be allocated to ensure PP students are engaged with this program and can benefit from it. We know that networks of support and cultural capital can be barriers to achieving beyond school: Thinking Partners trips and mentoring will continue to be offered to students as they look beyond life at Reading School.

### **B1 - Social Mobility schemes and activities: £670**

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 now attracted significant external funding including SGO and OSF funding and as such we are able to reduce the budget allocated to this work. The £670 funds some of the costs of running after school clubs targeted at our PP cohort in Half Terms 1 and 2 of the Michaelmas term.

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

## **B2 -Reading School Promise: £13500**

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. This year we are purchasing uniform for all students in Years 7 and 9 in addition to offering to fund the basics such as lab coats and calculators at the start of Year 7. Discretionary funding is also available and is often used to support families at times when there are specific additional needs often CP related.

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf?v=1635355222>

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

[download.asp \(reading-school.co.uk\)](https://www.reading-school.co.uk/download.asp)

## **C1 - Cultural capital and Reading Way program: £8500**

We continue to support students in their participation in CCF and DofE covering related costs for PP students. In 2022 our Music for all program engaged over 50% of PP students in Year 7 with learning a musical instrument in 2022; in 2023-4 we are hoping to put instruments in the hands of every child in Year 7&8. 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 and other staffing: £12000**

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 2023 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](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.