



Pupil premium strategy statement for Reading Girls' School 2016/17

Summary information					
School	Reading Girls' School				
Academic Year	2016/17	Total PP budget	£184450	Date of most recent PP Review	Oct 2016
Total number of pupils	475	Number of pupils eligible for PP	197	Date for next internal review of this strategy	Sept 2017

School Pupil Premium Profile					
<i>Group</i>	<i>No of Students</i>	<i>High%</i>	<i>Middle%</i>	<i>Low %</i>	<i>Percentage of Cohort</i>
Year 7	33				45.1%
Year 8	36	33.3%	50%	16.7%	38.0%
Year 9	37	16.2%	62.2%	21.6%	36.6%
Year 10	30	20.0%	53.3%	26.7%	34.9%
Year 11	54	20.3%	57.9%	22.2%	43.2%
Looked After Children	3	0.00%	66.6%	33.3%	
Children of Armed Forces Personnel	4	25.0%	50.0%	25.0%	
Total	197				41.4%

Pupil Premium Attendance Profile						
<i>Group</i>	<i>Pupil Premium (2014)</i>	<i>Non Pupil Premium (2014)</i>	<i>GAP</i>	<i>Pupil Premium (2015)</i>	<i>Non Pupil Premium (2015)</i>	<i>GAP</i>
Year 7	93.1%	96.4%	-3.3%	94.2%	95.9%	-1.7%
Year 8	93.3%	96.3%	-3.0%	93.5%	96.6%	-3.1%
Year 9	93.6%	95.9%	-2.0%	93.9%	96.7%	-2.8%
Year 10	87.7%	95.8%	-8.1%	94.0%	96.8%	-2.8%
Year 11	90.4%	96.1%	-5.7%	89.6%	95.4%	-5.8%
Whole School Total	91.6%	96.1%	-4.5%	93.0%	96.3%	-3.3%

Year 11 Attainment				
	<i>Pupils eligible for PP 2015 (national average)</i>	<i>Pupils not eligible for PP 2015 (national average)</i>	<i>Pupils eligible for PP 2016 (national average)</i>	<i>Pupils not eligible for PP 2016 (national average)</i>
% achieving 5A*-C incl. EM	34.8% (33.1%)	51.4% (60.9%)	31.9%	54.6%
% making expected progress English	45% (57%)	67% (74%)		
% making expected progress Maths	45% (49%)	69% (72%)		
Progress 8 score average	-1.11	-0.04	-1.02	
Attainment 8 score average	35.34	48.21	36.56	48.25

Barriers to future attainment (for pupils eligible for PP including high-ability)		
In-school barriers (issues to be addressed in school)		
A	Literacy skills, particularly reading and oracy, are lower for PP than for other students, which prevents them making good progress.	
B	Curriculum provision, particularly for the most able PP students, does not allow them to access the EBacc (-2.74) bucket of 'Progress 8', impacting on their opportunities at Post 16	
C	The attainment gap is closing, however significant variation in the quality of teaching (particularly in Science and Foundation subjects) and low expectations of staff for PP students continue to have a significant impact on their outcomes.	
D	Staff unable to clearly identify starting points for PP students and plan effectively for progress, with students at 4c and 4b particularly underachieving (21 students in 2015/16 failed to convert to a C grade in English or Maths).	
E	PP students account for 86% of Fixed Term Exclusions and a significant majority of internal incidents, with Year 9 of particular concern,	
External barriers (issues which also require action outside school)		
F	Attendance for PP students at 93.0%, below the target for all children of 95.6%, is having a measurable negative impact on progress, causing them to fall behind. This is a particular issue with Year 9.	
G	Parental engagement for PP students at parents' evening and other events is very low, averaging less than 30%. This is having a detrimental impact on the support parents can provide.	
1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in Literacy (Reading) for Key Stage 3 Students and oracy developed for all students.	All PP students have a reading age of 10 or more at the end of Key Stage 3 and are within 1 year of chronological age by July 2019
B.	Curriculum provision meets the needs of the students, particularly high ability PP, allowing them to access the EBacc.	All PP Most Able students and KS2 L4+ have full access to EBacc qualifications
C.	Improved rates of progress across the school, but with an initial focus on KS4, targeting Pupil Premium with prior attainment of 4b and 4c.	Progress 8 score is reduced to - 0.3 and Attainment 8 gap continues to close, with a target of 40.
D.	Improve the quality of teaching for all, with all lessons never less than good, for all students	All teaching is never less than good by July 2017
E.	Planning for progress for PP students, focusing on starting points and trajectory to target	All classrooms have context sheets and seating plans, clearly identifying PP students and individualised strategies for them to improve.
F.	Improved behaviour outcomes for all PP students, particularly in Key Stage 4.	FTE fall by 50% for PP students. Internal behaviour incidents match student profile.
G.	The attendance gap for PP students continues to decline, particularly in Year 9 and 11	The attendance gap between PP and non-PP students falls to 1% or less.
H.	Improvement in parental engagement, with a focus on Parents' Evenings	Attendance to parents' evenings for parents of PP students improves to 75%.

2. Planned expenditure

Academic year

2016/17

In 2016/17 we will deploy Pupil Premium funding around the following priorities in order to address the issues raised by OFSTED:

1. *Teaching that is never less than good*
2. *Sustained progress for all learners*
3. *Staff Continuous Professional Development*
4. *Improving student engagement with School*

1. Teaching that is never less than good

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
100% of teaching staff use Context Sheets with Personalised Strategies for each PP student in their class.	<p>Electronic context sheets</p> <p>Identify underachieving Pupil Premium students</p> <p>Clearly articulate the appropriate strategies teachers will use to close the gap</p> <p>Ongoing monitoring shows the gap closing for disadvantaged students.</p> <p>No Cost</p>	<p>Ofsted have identified that teaching staff do not always adapt teaching for the needs of PP students.</p> <p>Teacher awareness of underachievement of disadvantaged students, which allows for accurate planning of individualised strategies to maximise outcomes for all students</p>	<p>Electronic Context sheets embedded in Teaching and Learning Policy.</p> <p>The use of Lesson Observations and Learning walks to monitor use.</p> <p>Updated with individual teaching strategies on a termly basis with Quality Assurance process managed by HOF's</p>	All teachers/ HOF/ AHT T&L	Review Dec 2016, Feb 2017, May 2017
100% of staff use the Show My Homework Seating Plan Module, clearing identifying PP students and using it to strategically position them to improve outcomes	<p>Show My Homework Seating Plan module</p> <p>PP Students clearly identified on seating plans.</p> <p>No Cost</p>	<p>Have a seating plan and student data that best supports effective progress for disadvantaged students in lessons</p>	<p>Use Show My Homework Module to implement seating plans, monitored by AHT</p> <p>Teach and Learning, ensuring every class has a seating plan.</p> <p>Use of seating plan and its impact monitored during lesson observation and learning walks.</p>	All teachers/ HOF/ AHT T&L	Review Dec 2016, Feb 2017, May 2017

<p>100% of PP students access Show My Homework and completing homework</p>	<p>Show My Homework Record and mark homework as complete in the grade book Curriculum leaders: Monitor the quality of homework set and completed for disadvantaged students and take appropriate action to ensure it is at least as good as that of non-disadvantaged</p> <p>£3500 (2 Year Licence)</p>	<p>Poor completion rates of homework, with them running at 30% or less for PP students when monitored on Show My Homework. FFT research indicates that students who have more time for learning improve outcomes</p> <p>EEF identify as moderate impact for low cost.</p>	<p>Use Show My Homework to monitor the homework set and its quality.</p>	<p>All teachers/ HOF/ AHT T&L</p>	<p>Review Dec 2016, Feb 2017, May 2017</p>
Total budgeted cost					£3500

2.Sustained progress for all learners					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All students reading within at least 10 years by the end of KS3	Lexia and Reading Intervention Targeted intervention at those from 7 years old to 10 Years old, with group Reading Intervention with focus on inference. Lexia used with students of a reading age of less than 7, with a focus on phonics development. £20000	Low reading ages in KS3 impacts significantly on access for students as they enter KS4. This is evidenced by the EEF as a moderate impact on PP outcomes	All students to be retested using NFER for reading and spelling. Students with reading age below 10 will then be part of intervention group, depending on need. They will be retested on a 3 monthly basis, diagnostic and intervention reviewed. Lexia allows for a constant update on progress.	Literacy co-ordinator/ SENCO	Termly
80% of PP students reading within at Chronological age by the end of KS3	Accelerated Reader (AR) KS3 Library lesson to be used for AR, student tracked by Literacy HLTA and students progressed through the program as reading age improves. £2500	Low reading ages in KS3 impacts significantly on access for students as they enter KS4. AR used across all students is evidenced, when run correctly to have a significant impact on reading outcomes. This is evidenced by the EEF as a moderate impact on PP outcomes	All KS3 students to be enrolled on AR and then monitored with weekly tests on AR system for progress, with reviews completed on a monthly basis.	Literacy Co-ordinator/ AR Champion	Termly
The use of the PIXL oracy programme across all students will see a 25% improvement in oral contribution classroom and will benefit all students, particularly the disadvantaged.	PIXL Oracy programme. Delivered through the tutor programme as 18 20 minute workshops, with a focus on developing the discussion skills of students No Cost	Ofsted in December 2015 identified this as an area for improvement. Own learning walks identify oral contribution to lessons as requiring improvement.	Evidenced using lesson observation, Reading and Spelling Tests	Tutor Team Literacy Coordinator	Dec 2016, March 2017

Data Drops show the achievement gap is closing by 25% in all Year groups across the core subjects, with which the HLTA's work	<p>Salary costs for HLTAs in English, maths and science with a focus on raising attainment of disadvantaged students with a specific focus on those at 4c and 4b in terms of prior attainment at KS2</p> <p>Strategic development of HLTA to improve outcomes for disadvantaged students in the core subjects</p> <p>£40000</p>	Gap between progress of disadvantaged students and others. Evidence from EEF TA support is low impact for high cost, but HLTA will be a targeted approach one to one/ small group intervention with specialised intervention and CPD to support.	Monitoring of HLTA intervention groups at Data Drops, measuring progress on a bi-monthly basis	Leader of core subjects/ SENCO	Nov 2016, Jan 2017, March 2017, May 2017, July 2017
Targeted use of 1:1 tuition to ensure the gap in terms of progress between PP and Non PP student closes to -0.3 in terms of progress.	<p>Academy Challenge</p> <p>One to one intervention and small group intervention for students identified as not making progress in English and Mathematics. English specialist teachers for coursework and Mathematics Intervention teachers.</p> <p>£10000</p>	KS4 Outcomes Gap has shifted over a two year trend, but still is significantly below national expectations. This is also evidence that 1 to 1 does have a moderate impact on outcomes	Progress will be monitored through 5 data drops over the school year and quality assurance of the one to one provision	Raising Standards Leader:	Termly Data drops
Targeted use of Intervention groups to ensure the gap in terms of progress between PP and Non PP student closes to -0.3 in terms of progress.	<p>Academy Challenge</p> <p>Weekend, Holiday and After school Classes. This is 40% of the cost of these sessions to support the exam preparation for GCSE.</p> <p>£10000</p>	KS4 Outcomes Gap has shifted over a two year trend but is still significantly below national expectations.	Progress will be monitored through 5 data drops over the school year and quality assurance of the intervention workshops	Raising Standards Leader, HOFs	Termly Data drops

<p>A measured 25% improvement in speaking and communication skills for those disadvantaged students targeted for and supported by Additional Speech and Language Therapy</p>	<p>RBC Speech and Language Therapy</p> <p style="text-align: right;">£3000</p>	<p>Poor communication skills were an issue identified by Ofsted. National research indicates poor SPL amongst PP students significantly impacts on progress. School data indicates a significant lack of support for students transferring from Primary to Secondary</p>	<p>Measure progress with standardised testing. Review impact with staff and parents</p>	<p>SENCO</p>	<p>Review Dec 2016, March 2017, June 2017</p>
<p>Improved attainment and progress in English/Maths for disadvantaged students to ensure there is no gap between PP and Non PP students.</p> <p>Parent engagement in programme above 90%</p>	<p>Parent/Teacher Sponsorship Programme</p> <p>Parents and Child to work together on stepped revision programme for English and Maths led by Heads of Faculty using the PIXL Materials.</p> <p style="text-align: right;">£500</p>	<p>Poor Engagement from families in helping their child make good progress in English and Maths.</p> <p>Improve engagement of parents with student learning, using PIXL materials</p>	<p>Monitor parental engagement, use mock outcomes to measure progress.</p>	<p>Curriculum Leaders English and Maths</p>	<p>Launch Jan 2017, Review March and April (Mocks)</p>
<p>The targeted use of Tassomai to ensure that disadvantaged students are achieving at least as well as their peers and outcomes in Core and additional science for PP students improve by at least 1 grade for this cohort.</p>	<p>Tassomai revision gap software programme and support provision.</p> <p style="text-align: right;">£2000</p>	<p>KS4 achievement gap in Science. Evidenced to improve Pupil Premium performance by at least one grade. Also evidence by the EEF to have a moderate impact.</p>	<p>Implemented as an after school provision and outcomes monitored with data from the software programme check on a weekly basis by Science Team</p>	<p>Science team</p>	<p>Jan 2017, March 2017, June 2017</p>

100% Access to EBacc for Most Able PP students and those with L4 or above at KS2 as they enter Year 10.	Ensure options fit all needs to meet student aspiration and Progress/Attainment measures No Cost	Data from 2015/16 indicates that underperformance in terms of Progress 8 was the result of students targeted in terms of option offer at Year 9. (EBacc progress 8 score for PP students was -2.74)	Check options offer, interview every PP student to ensure option offer maximises potential outcomes	SLT	March 2017
Total budgeted cost					£87000

Staff Continuous Professional Development					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Secure two places on the Teaching Leaders programme with an impact initiative relating to the achievement and progress of disadvantaged learners	NCSL Teaching Leaders £3000	Improve the skills/leadership base within the school regarding PP and have two impact initiatives that focus on improving outcomes in the Foundation subjects.	Programme and project outcome, lesson observation	CPD Lead:	May 2017
100% of teaching staff receive bespoke CPD relating to closing the gap strategies All lessons are good or better by July 2017	Strategies for Closing the Gap for disadvantaged students with a focus on developing pedagogy the develops activate and independent learning £10000	Pupil Premium Review identifies Specific teaching CPD to impact on Pupil Premium students Teaching that is never less than good, is the primary way to raise attainment for PP students, as evidence by national research completed by the Education Endowment Fund.	Lesson Observation Programme. Using Data drop to monitor progress.	CPD Lead:	Termly Impact report to SLT
Total budgeted cost					£13000
4. Improving student engagement with School					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Gap for PP and Non PP closes to less than 1% by July 2017	SOL Attendance Strategy £4000	Current research indicates attendance of less than 90% has a see a drop of -1.00 in Progress 8.	SOL tracker launched as a whole school initiative, it provides a stepped approach to intervention over a 8 week period. Accountability of all stakeholders is key to its success.	Pastoral Leaders/SLT Pastoral Lead	Weekly Accountability meetings. Attendance dashboard
A10% rise in the student self-esteem of identified students and improved progress and achievement, using PASS as a	Pastoral Leader Provision with specific focus on the welfare and barriers to learning that impact on disadvantaged students.	EEF research indicates that this is a low impact strategy. However a significant % of PP students are vulnerable (Safeguarding, Attendance and Mental Health) The PL provision is key to enabling	Use of the Attendance Tracker, development of Inclusion panel to monitor students and use of Behaviour data. PASS Pupil Attitude to School and Self Survey, completed in January and rerun again in July.	Pastoral Team	Weekly

<p>measurement, with school performing at or above national benchmarks for disadvantaged students.</p> <p>(Hard data needs revising following initial PASS)</p>	<p>Improving their access to learning.</p> <p style="text-align: right;">£33000</p>	<p>Behaviour Data indicates that nearly 90% of PP students are responsible for FTE and are well above national benchmarks for PP students.</p>	<p>Performance Management Targets used to measure progress.</p>		
<p>Reduce by 25% the number of students requiring access to CAHMS</p>	<p>Learning Mentor Provision</p> <p>Reducing the impact of mental health requirements on student progress</p> <p style="text-align: right;">£7000</p>	<p>Mental Health is identified nationally as a significant risk factor, particularly in girls' schools. CAHMS provision is limited to the most challenging cases, this provision provides early intervention.</p>	<p>Feedback data from Learning Mentor.</p>	<p>SEND</p>	<p>Termly</p>
<p>40% of Pupil Premium Students access 'Breakfast Club' at least once per week, leading to Improved quality of learning during morning lessons</p>	<p>Breakfast Club from 7.45am, free to PP students, with teaching assistant support</p> <p style="text-align: right;">£3500</p>	<p>Morning lethargy caused by not eating breakfast, student survey and student observation</p>	<p>Check register against outcomes.</p>	<p>Business Manager/ Pastoral Lead</p>	<p>Launch November 2016 February 2016</p>
<p>100% of all PP students access at least one social or cultural enrichment activity.</p>	<p>Supporting enrichment Opportunities</p> <p>Improve access to social and cultural capital and ensure tracking of activity in place to measure value for money</p> <p style="text-align: right;">£3000</p>	<p>EEF provides very limited evidence that this is low impact. However the Pupil Premium Review identified the importance of widening our students experiences beyond school and the impact this has on aspiration</p>	<p>Tracker provided and check against data drop outcomes. Student and parental survey.</p>	<p>AHT (curriculum)</p>	<p>Termly Basis</p>
<p>All Key Stage 4</p> <p>Improve access for other PP students from</p>	<p>Free music lesson for all PP students studying music at KS4 and provision</p>	<p>Evidence from Warwick indicates that Music provision for disadvantage has a significant impact on academic outcomes.</p>	<p>Data drop outcomes, Student panels and Questionnaires.</p>	<p>MGR</p>	<p>Termly basis</p>

5% to 15% in 2016/17	for KS3 shown to have a talent. £5000	This provision also provides full access to the GCSE course for all students			
100% have correct uniform or equipment is not a barrier for PP students	Uniform Subsidy, monitor impacted with tracking £2000	Lack of parent funding preventing PP students from maintaining high standards of uniform. EEF identifies this as low impact, but has very limited research.	Checked on a daily basis at School Gate	Pastoral Leaders	Termly
100% of PP students are able to access Food Technology Provision	Food ingredients required for lesson are provided by the school, pre ordered from ASDA/Morrison £2000	Lack of parent provision of food ingredients access Food Technology lessons. This impact on their ability to learn how to make health meals in the future.	Checked weekly by Food Technician	Food Technology Teacher	Termly
All PP students have one careers interview per year All PP students have two careers interview in KS 4 per year	Careers Provision with Advissa. Also fund training for an RGS member of staff to improve the quality of provision internally £3500	The Pupil Premium review identified lack of guidance in progression pathways, with issues raised by parents and identified by Pupil Premium Review Focus is the reduction of PP students becoming NEETS. EEF recognise the importance of careers support to aid progress.	Use PASS to measure impact, student panels and one to one questionnaires to	Careers Led	Termly Basis
Total budgeted cost					£63000

3. Review of expenditure

Previous Academic Year		2015/16		
Student Progress				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	HTLA Literacy Intervention	<p>Low/Medium 2 students out of 29 Year 9 failed to reach a reading age of 10, 40% of those who received literacy intervention were still not at chronological age. However this allowed better access for these students and will improve attainment at KS4</p> <p>Improvement at KS4 of outcomes at GCSE in English, seeing a closing of the gap</p>	Provision needed to be more target, with a phased plan of intervention, that not only focussed on inference but also tackles the issue of phonic understanding	£32440
	Intervention/Small group teaching	<p>Medium Maths PP 47%/NPP 62% and English 56% PP/76% NPP, both closed the gap from the previous year.</p>	Provision was targeted and illustrated the impact this approach can have when moving from a low benchmark. There is a need to drive through Foundation and Science to see similar impact.	£44000
	HTLA Numeracy Intervention	<p>Low No evidence can be provided for improvement at KS 3</p> <p>Improvement in outcomes at GCSE for Maths closing of the Gap</p>	Provision lacked leader and efficient use of the resource to target students requiring improvement. No Benchmarks taken on start of Project, therefore progress is hard to measure.	£26040

Improving Engagement with School				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Learning Support Mentor	Medium It is important to invest in supporting mental health provision, when locally provision is very poor, this provides early intervention. Data does not currently evidence impact.	Need to collect starting point data and end point around emotional health using a standardise student questionnaire	£11212
	Pastoral Leader Provision	Medium PL's had a significant impact on PP attendance taking personal ownership of their year groups, even though this was not a strategic drive. PL's are important in supporting students accessing their learning provision, although there is no data to evidence this impact	Use of data responses (PASS) from students and parents are key to measuring there impact.	£44170
	Counselling Services (EWDO and Human Givens Therapist)	Medium No evidence of number of students seen or impacted upon. As noted above it is though important to support mental health provision in school	Important to benchmark the impact of all external provision prior to engagement.	£4500
	Pupil Premium Champion	Medium The PPC did raise the profile of Pupil Premium from a very low base line. Current data from GCSE indicates some improvement in English and Maths in terms of attainment. Across other subjects the picture was not so improved. A focus on attendance of PP students did see some significant improvements, with PP attendance at the national benchmark for PP and the gap closed by 0.8% students	Clearly a key role, but data evidence is key considering the impact. It is important that all PP interventions have a start point in terms of data evidence and a finish point. This will in 2016/17 allow for a measurement of impact.	£30562
	Equality Service (PPI students with EAL)	No evidence provided of this impact across Year 7 to 10.	Important to benchmark the impact of all external provision prior to engagement.	£4500

	Attendance Rewards	High PP Attendance in 2015/16 saw a closing of the Gap and it reaching the National benchmark for PP students.	There needs to be a long term strategic tracking of all students. Ownership for attendance held by all stakeholders and an accountability at all levels.	£700
	CBEBP Careers Provision	Significant amounts of careers provision and work experience opportunities was provide for PP students. All there is little evidence of who the PP students who were engaged.	Important to benchmark the impact of all external provision prior to engagement.	
Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
	Provision Map Writer	Medium Does allow for tracking of intervention with SEND and PP students.	Intervention targets need to link to school assessment system to allow for comparison. Also outcomes must be tested as well as teacher judgements used.	£1400
	Data Manager	No evidence of impact	The key was to have had a robust assessment data system, as identified by OFSTED. The school has now invested in this provision.	£600
	PIXL Middle Leaders Training Curriculum Change	No evidence of impact	All training must have measurable success outcomes in the future. Key is the desired outcomes.	£1000

4. Additional detail