

Pupil premium strategy statement – Reading Girls’ School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	882
Proportion (%) of pupil premium eligible pupils	27.44% (242)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Marika Farrugia, Principal
Pupil premium lead	Roane Haywood Vice Principal
Governor / Trustee lead	Farhat Idrees.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,498.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£63,066
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£299,564.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching through active learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Study and planning skills for disadvantaged pupils are low; many need further support from the school to ensure the right skills are used for revision as highlighted from tutor meetings

2	Although there is little gap in reading in Yr. 7 when pupils join the school, this widens from Yr. 8-11
3	Yr. 7 CATS shows largest gap in verbal and quantitative with KS2 retrospective scores indicating the largest gap in spelling, punctuation & grammar and Maths.
4	Lack of experience of cultural/real-life situations in order to apply skills and knowledge to new concepts
5	Access to equipment, ICT and study guides is limited
6	Home environment and impact of Covid has affected attendance and mental health in school
7	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations across a range of subjects.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress among disadvantaged pupils across the curriculum at the end of KS4.	<p>KS4 outcomes - disadvantaged gap is reduced to <0.3 P8</p> <p>Yrs. 7-10 80% of pupils are on track to meet end of KS4 target</p>
Reading ages are in line with non-disadvantaged pupils across KS3.	<p>Gap between chronological age and reading age is significantly reduced and there is a smaller disparity between the reading ages of disadvantaged pupils and their non-disadvantaged peers.</p>
	<p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved attendance for disadvantaged pupils in order for them to access the full curriculum.	<p>Absence rate is <4% for disadvantaged pupils and the attendance gap between disadvantaged pupils and their non-</p>

	disadvantaged peers is significantly reduced.
To achieve and sustain the Increased cultural capital of disadvantaged pupils in order for them to be able to: <ul style="list-style-type: none"> a. Fully access the curriculum on offer b. Prepare them fully for life outside of school and for their futures 	Sustained high levels of disadvantaged pupils having access to culture capital activities, demonstrated through: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 80,323.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased PPA time for all staff to allow for quality-first teaching (QFT)	<ul style="list-style-type: none"> • Feedback +6 months • Metacognition and self-regulation +7 months • Homework +5 months • Collaborative learning approaches +5 months 1 2 5 	1, 2,3
Teach Boost Teach cycle – targeted	EEF Feedback +8 EEF Individualised instruction +3	3

interventions based upon careful analysis of data within lessons. Reduced class sizes in year 11	EEF Mastery Learning +5 EEF Metacognition +7 The Teach Boost Teach cycle incorporates all of the above, feedback, particularly the mastery approach using BLOOMs taxonomy facilitate up to 8 months of progress.	
Reading Lessons, REAL and DAL, industry visits and links.	EEF collaborative learning +5 EEF Metacognition +7 As highlighted, the PP gap in cultural capital leads to an attainment gap in some subjects by not being able to access the context of the question.	3, 4
Equipment and revision guides, online learning platforms and trips	EEF Digital technology +4	1, 5
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £121,361.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 tutoring yr. 10/11	EEF 1-2-1 tuition +5 EEF Small group tuition +4	1, 2, 5

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>educationendowmentfoundation.org.uk</p>	
<p>In-class support (TA)</p> <p>Catch-up Literacy and vocabulary programmes</p> <p>Small group tuition</p>	<p>EEF 1-2-1 tuition +5</p> <p>EEF Teaching Assistants +1</p> <p>EEF Small group tuition +4</p> <p>EEF Catch Up Literacy +2</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies </p> <p>Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF</p> <p>educationendowmentfoundation.org.uk</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 97,878,29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving	The DfE guidance has been informed by engagement with schools that	6

<p>School Attendance advice.</p> <p>PA bus</p> <p>Attendance Officer</p>	<p>have significantly reduced persistent absence levels.</p> <p>EEF Behaviour interventions +3</p> <p>PP attendance is below non-disadvantaged at 12%</p>	
<p>Enrichment opportunities</p>	<p>EEF Outdoor adventure learning +4 (DAL experiences with external providers for year 7 - 10)</p>	4,1
<p>Breakfast club</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	6, 7
<p>Mental health sessions</p> <p>Small group sessions with the counsellor</p> <p>East to West</p>	<p>EEF Social and Emotional learning +4</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	6, 7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £299,564.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was +0.22. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 44.3 See [DfE guidance](#) for more information about KS4 performance measures.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupil has also narrowed as our non-disadvantaged P8 score was +0.61 and our Attainment 8 score was 51.91. The gap in Attainment 8 between both groups is 7.58 while the progress 8 gap is 0.39. This shows that we are positively moving forward to meet our target of Improved progress among disadvantaged pupils across the curriculum at the end of KS4.

Our 2022 Progress 8 for disadvantaged pupils was +0.52 and our Attainment 8 was 54.21. The Progress 8 for non-disadvantaged students was +0.81 and Attainment 8 was 56.27. The gap In Attainment 8 between both groups was 2.06 and for Progress 8 was 0.29

This allows us to see that as a school continues to work on reducing the gap between disadvantaged and non-disadvantaged students between the academic years 21/22 & 22/23 and are working positively towards achieving our intended outcomes and maintaining our current gains

We have also compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2022/23 was 33.9, compared to RGS which was 44.3. For Progress 8, the national average national score for disadvantaged pupils was -0.57 compared to 0.22. There we continue to exceed the national Progress 8 and Attainment 8,

Key stage 4 data suggest that, despite some strong individual performances and reduction in the gaps between disadvantaged and non-disadvantaged pupils, the progress and attainment of the school's disadvantaged pupils in 2022/23 is still something that we continue to try and improve on as a school.

We have seen success with small group tuition with our year 11 disadvantaged students across core subjects and will continue to improve and develop this in the 2023/24 academic year with a focus on underperforming subjects

Improved attendance for disadvantaged pupils is a key intended outcome for our strategy. The work that has been done in the previous academic year around attendance will be further developed by the addition of an attendance officer and an increase in the PA service. This will allow us to work towards our end of statement target that the absence rate is <4% for disadvantaged pupils

We have noted that challenges around wellbeing and mental health still remain due to many factors including the COVID-19 pandemic. This is something we will continue to address this academic year with our support programme including counselling and mentoring through the services of East to West

Also, on reflection, further more frequent diagnostic testing is needed so that the gap between chronological age and reading age is significantly reduced and there is a smaller disparity between the reading ages of disadvantaged pupils and their non-disadvantaged peers

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mentoring	East to West

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.