



Reading Girls' School Pupil Premium Strategy Statement

1. Summary information					
School	Reading Girls' School				
Academic Year	2020/21	Total PP budget	£149395	Date of most recent PP external Review	N/A
Total number of pupils (Oct 2020)	557	Number of pupils eligible for PP	119/74 37.8%/30.6% (KS3/KS4)	Date for next internal review of this strategy	Oct 2021

2. 2019 Attainment (2020 - centre assessed grades & not published results)		
2019 results	<i>Pupils eligible for PP (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 9 - 4 in English and Maths	62%	76% (TBC)
% achieving 9 - 5 in English and Maths	52% (25%)	60% (50%)
Progress 8 score average (2019)	0.57 (-0.45)	1.16 (0.13)
Attainment 8 score average (2019)	47.96 (36.68)	54.89(50.30)

3. Barriers to future attainment (for all pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Yr 8 QLA from KS2 scores shows a gap of 21% in verb forms tense and consistency, gaps in maths in fractions, percentages, decimals (15.6%) and measurement (15.5%) indicating a lack of conceptual understanding of real-life problems
B.	Although there is little gap in reading in Yr 7 when students join the school, this widens from Yr 8-11
C.	Yr 7 CATS shows largest gap in verbal and non verbal with KS2 retrospective scores indicating the largest gap in spelling, punctuation & grammar and reading. (see appendix)
D.	Study and planning skills for PP students are low; many need further support from the school to ensure the right skills are used for revision as highlighted from tutor meetings
E.	Lack of experience of cultural/real-life situations in order to apply skills and knowledge to new concepts
External barriers (<i>issues which also require action outside school</i>)	
F.	Access to equipment, ICT and study guides is limited
G.	Home environment affecting attendance and mental health in school

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	<p>Improved outcomes for students</p> <p>KS4 results 2020 In school tracking system (Yrs 7-10)</p>	<p>KS4 outcomes - PP gap is reduced to <0.3 P8</p> <p>Yrs 7-10 80% of students are on track to meet end of KS4 target</p>
2.	<p>Reading ages are in line with non PP students</p> <p>NGRT – reading ages completed x2 times a year for each year group</p>	<p>Reading – Gap between chronological age and reading age is equal in PP and non PP students</p>
3.	<p>Improved attendance for PP students in order for them to access the full curriculum</p> <p>Attendance data</p>	<p>Absence rate is <2% for PP students</p>
4.	<p>Increase PP students’ cultural capital in order for them to be able to:</p> <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 <p>Student Questionnaire</p>	<p>100% PP students report that they have experienced a new activity this academic year</p>

5. Planned expenditure					
Academic year		2020/2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?
Ks4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Teach Boost Teach cycle – targeted interventions based upon careful analysis of data within lessons	EEF Feedback +8 EEF Individualised instruction +3 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.	SOW – highlighted areas of BOOST Learning Walks Student Survey Work Scrutiny's	ASM	Through SIP and SEF review
Ks4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Memory Retrieval Year 8-11 based upon lockdown content	QLA memory retrieval in English is based upon Grammar as the weakest area identified from CATS and in school assessments In Maths, Geometry and number and science a combination of the two. Throughout other years, memory retrieval uses interleaving to ensure that students move knowledge into their long-term memory	SOW – highlighted areas of BOOST Learning Walks Student Survey Work Scrutiny's	ASM	Through SIP and SEF review
Reading – Gap between chronological age and reading age is equal in PP and non PP students	Reading Lessons and interventions	EEF Reading Comprehension Strategies +6 ATTACKRead/Spell Catch Up Literacy	Analysis of reading ages Learning walks (reading lesson)	SSM/ASM	Through SIP and SEF review
100% PP students report that they have experienced a new activity this academic year	Pledge lessons, REAL and DAL Integrated curriculum, industry links. Enrichment	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.	SOW STEM overview Pledge overview and tracker DAL booking record	SEL/ASM/ KTH/DMA	Through SIP and SEF review

KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Small class sizes in core Yr 11	EEF Reducing class size +3 PP students receive more directed time with the classroom teacher	Timetable Discussion of sets in year 11 with CORE subject leaders following formal assessments	LEV	Through SIP and SEF review
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Personal tutors Yr 7-11	Use to identify needs or areas where students need support	PD Days DDA/SLT meetings	SEL	Through SIP and SEF review
ii. Targeted Support					
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?
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	1-2-1 tutoring yr 10/11	EEF 1-2-1 tuition +5 EEF Small group tuition +4 Previously, this has had a positive impact on PP outcomes.	Regular reviews following assessment of students with tutors Ensure use of QLAs from mocks to direct tutors to address gaps	LEV	Through SIP and SEF review
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	In-class support (TA) Catch-up Literacy Catch-up Numeracy Small group tuition	EEF 1-2-1 tuition +5 EEF Teaching Assistants +1 EEF Small group tuition +4 EEF Catch Up Literacy +2 EEF Catch Up Numeracy +3 Students selected for interventions following baseline assessments.	TA timetable and feedback pro-forma for staff Progress of interventions monitored through the Provision Map	KGA	Through SIP and SEF review
100% of students report that they feel prepared for the next stage of their education career	PD days - specific careers advice for PP student	Ensure that PP students have high aspirations, from discussion in tutor sessions, low aspirations are prevalent	Student Survey	KTH/SEL	Through SIP and SEF review

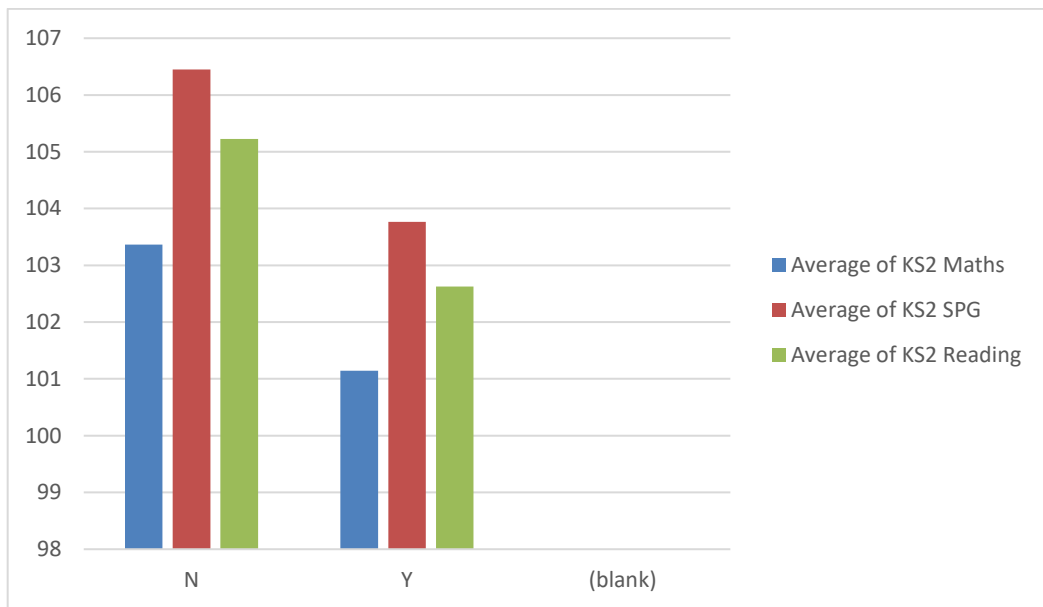
>98% attendance for PP students	PA bus Attendance Challenge Attendance Phases	EEF Behaviour interventions +3 PP attendance is below non PP last year at 5.74% Vs 4.3%	PA bus log Regular meetings with MFG/DHA	MFG	Through SIP and SEF review
lii Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Equipment and revision guides, trips etc DAL money for trips	EEF Digital technology +4 EEF Outdoor adventure learning +4 (DAL experiences with external providers for year 7 - 10)	All PP students have access to revision guides and have been able to access the trips offered	SLT	Through SIP and SEF review
100% of students report that they feel prepared for the next stage of their education career	University yr 10 cohort Getting into universities trip	Raising ambitions for PP students, UoR run a university cohort longitudinal raising aspirations program for disadvantaged students whose parents did not attend university Ensure students are aware of the opportunities available to them.	Student Questionnaire	KTH/SEL	Through SIP and SEF review
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Breakfast club	Maintain Physical and Mental health from start of school day, providing free breakfast for students between 7:45am and 8:20am	Breakfast club register	SEL	Through SIP and SEF review
KS4 outcomes PP gap is reduced to <0.3 P8 Yrs 7-10 80% of students are on track to meet end of KS4 target	Mental health sessions	EEF Social and Emotional learning +4 Small group sessions with the counsellor	Inclusion referral system	KGA	Through SIP and SEF review

5. Review of expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost	Continue/Adapt/Discontinue
Improved KS4 P8 score for PP students	Small Class sizes in Core	Contributor to P8 score for disadvantaged of 0.61, 0.49 in English and 0.87 in Maths	P8 gap in English (-0.66), although significantly positive overall, is still too big compared to maths (-0.37) – More careful groupings of students in small group tuitions	£40000	Continue
Improved KS4 outcomes	6-hour days	Longer blocks of learning to allow deeper applied learning and an extra 39 days' worth of teaching	Very successful, no modifications	£1000	Continue
Increased awareness of women in STEM and careers related to STEM	STEM	Improved exposure to real-life applications of skills and knowledge and STEM careers. Increased students' enjoyment of Science, Technology and Maths at RGS	Ensure that fully staffed with Maths and Science staff to ensure that subject specialism supports external providers	£15000	Continue but adapt staff
Students feel prepared for the next stage of their career	PD Days and Personal tutors and external sixth form workshops	0% NEET (at August 2019)	not frequent enough for yr 11 or 7 – adaption to fortnightly for yr 11 in the timetable and initially daily with yr 7 in order to secure routines Quality of delivery from external providers to be monitored	£23000	Continue but adapt Yr 7 and 11. Ensure quality of external providers
ii. Targeted Support					
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost	Continue/Adapt/Discontinue
Improved outcomes for KS4	1-2-1 tutoring yr 10\11	Contributor to P8 score for disadvantaged of 0.61, 0.49 in English and 0.87 in maths	P8 gap in English (-0.66), although significantly positive overall, is still too big compared to maths (-0.37) – More careful groupings of students in small group tuitions Tutoring – focused on Chemistry in	£36000	Continue

			Science, this had a positive impact as is the weakest are		
Improved outcomes for all students	Interventions KGA In-class support (TA) Catch-up Literacy Catch-up Numeracy	Students on literacy interventions made an average of +0.3 progress. Students on numeracy interventions made an average of +0.2 progress.	Sessions need to be more consistent around other planned work for the teaching assistants.	£8000	Adapt as per lessons learnt.
Improved outcomes for KS4	Strive for 5 courses	Improved outcomes for PP Maths 2018 (0.41) 2019(0.87) Improved outcomes for English 2018 (0.22) 2019 (0.49)	V. Successful, students value the learning outside of the normal classroom	£2000	Continue
lil Other approaches					
Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned	Cost	Continue/Adapt/Discontinue
All PP students have access to the revision resources and equipment they need	Equipment and revision guides.	Contributor to P8 score for disadvantaged of 0.61, 0.49 in English and 0.87 in Maths	Earlier purchasing prior to Christmas holidays for some subjects	£800	Continue
Students feel prepared for the next stage of their career	University yr 10 cohort	Students who attended course all secured places at chosen 6 th form 2 of which went onto do A-Levels instead of original vocational choices	Successful – continue as is	£100	Continue
Improved attendance for PP students	Mental health sessions	Improved Mental Health of PP students, less frequent absences	Was effective but could be more effective if focus is only on RGS students not those of the whole local authority	N/A	Continue – Adapt to focus solely on needs of RGS not whole LA
Improved attendance and attainment for PP students	Breakfast club	Students mentally and physically prepared for school	Very successful – continue as is	£3000	Continue
Improved attendance for PP students	P.A Bus	Increase in attendance for PP students	Send bus out earlier if possible before 10am	£200	Continue

Appendix YR 7 CATS analysis

PP vs Non PP KS2 retrospective scores



PP vs non PP CATS indicators

