



Re-founded 1555

# Ripon Grammar School

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## Pupil Premium

Pupil Premium is a government grant in addition to the School's Delegated Budget. It is allocated to children from low-income families, who are claiming free school meals (FSM); children who are looked after (LAC); children in care (CIC) or have a parent in the armed forces (or have served in the last 6 years).

Pupil Premium funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase student progress. Its' main aim is to close the gap between young people who fall into this cohort and their peers.

Pupil Premium is allocated to maintained schools on a financial year basis (April to March) and the funding is calculated using January census information. The funding is available per academic year, therefore is calculated over two financial years.

Due to such small numbers we are able to provide individualised and bespoke support for students and support is available to ensure their success at Ripon grammar School. Our school has a very inclusive culture and pupil premium students thrive in this environment.

Attainment for 2016-17		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
% achieving 5A* - C incl. EM (2016/17 only)	100%	%
% achieving expected progress in English / Maths (2016/17 only)	100% / 100%	% / %
Progress 8 score average (from 2016/17)	-0.32	0.10
Attainment 8 score average (from 2016/17)	62.75	49.30

Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A	Social and emotional difficulties that can hinder progress academically.
<b>External barriers</b>	
B	Lack of access to IT facilities at home to complete independent study.

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Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Maintain high outcomes for all students who are eligible for PP to ensure they make above national progress across all key stages in school.	Pupils eligible for PP in all years make expected progress by the end of the year in line with expected progress of all students. This will be evidenced using assessment data collected throughout the year.
Maintain attendance rates for pupils eligible for PP (FSM, S4 and LAC), to ensure they have a high amount of contact hours with teaching staff.	Lack of persistent absentees (PA) among pupils eligible for PP . Maintain attendance rates at 95% for PP students to be in line with all students at RGS.

## 2017/18 Academic Year allocation

The Grant funding for the 2017/18 Academic year, is £28,278 (actual and projected funding) and is based on the January 2017 census figures. At that date, there were 20 pupils eligible for FSM (Free School Meals) or EVER6 funding (students who had received free school meals at some point in the last six years), 48 Service students or EVER6 (whose family has been in the armed forces in the last six years), and one looked after child.

## 2017-18 Projected Expenditure

Please note these figures are changeable. So far the expenditure has been focused on the following areas:

### In-class support- Use of GTA's £2047.50

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

#### Impact:

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

### Mentoring £1017.90

Pupil Premium students who have been identified as underachieving or in need of emotional support are monitored on a regular basis throughout key stage 4.

#### Impact:

Of the 26 Pupil Premium students in KS4, 4 have been identified as needing some mentoring support. These students have all moved to Amber on the RAG rating system and are continually being monitored.

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## Subject Intervention and revision sessions £97.80

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, IT, music, art, DT and MFL. Students are being provided with personalised support to meet their learning needs or gaps in learning. They are being offered small group support and some one-to-one sessions, either at lunchtime or during morning assembly time.

### Impact:

The impact will be measured by the success of the GCSE results and through focus group feedback.

## SISRA £1995

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

### Impact

Projected success indicates that the FSM group will make progress in line with the whole school cohort, with a Total Attainment 8 score of 71.5 compared to 74.36 for the whole group and an average Progress 8 score of 0.11 compared to 0.66.

## Educational Visits £5364

It is expected that the following visits will be supported over the course of the year: art trip to London, Beverley Park, classics trip to Greece, English trips to a theatre, French trip to Normandy.

### Impact:

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2018.

## Instrumental Tuition £1255

A number of students are currently accessing funding for instrumental tuition. This includes piano, guitar, brass instruments, cello and drums tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

### Impact:

Feedback through focus groups (pupil voice) to find views of those receiving tuition. Analysis of data to see if instrumental tuition has a positive impact on academic outcomes.

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## **Pastoral/Welfare support £4000**

A number of students have currently accessed this support. This includes the purchase of school uniform, Duke of Edinburgh fees and some financial support for World Challenge. All the funding is offered to support the social and emotional wellbeing of the students.

### **Impact:**

The support offered should have a positive impact on the academic outcomes for those involved and will be evident in summer 2018.

## **Administrative support £3088**

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

### **Impact:**

Cost effective spending with high outcomes that can be tracked and evaluated easily.

## **T3 Peer listening club £100**

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions there is a variety of games that can be played by the students.. The funding is used to buy materials that can be used to help the students mix with their peers.

### **Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to access the success of the club. One PP student regularly attends the club.

## **HMS Heroes Club £50**

Pupil Premium service students will meet twice a month with a designated member of staff and some older students to offer support for those in need.

### **Impact:**

Positive outcomes and happy, settled children in school. Use of pupil voice to find views.

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## Careers £210

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

### Impact:

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day.

## Improving Literacy Interventions £819

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their final GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and include one PP (FSM) and three S4 students. The sessions cover:

- Spelling programme
- Paired reading

### Impacts:

The work completed during registration has been invaluable and the success will be evidenced when GCSE results are issued in August.

## Subject Tuition/Support £4850

Includes, purchasing revision guides, tutoring, one-to-one support and French after school classes.

### Impacts

The impact will be measured by the success of the GCSE results and through focus group feedback.

## 2016/17 Academic Year allocation

The Grant funding for the 2016/17 Academic year, is £27,755 (actual and projected funding) and is based on the January 2016 census figures. At that date, there were 13 pupils eligible for FSM (Free School Meals) or EVER6 funding (students who had received free school meals at some point in the last six years), 46 Service students or EVER5 (whose family has been in the armed forces in the last five years), and one looked after child.

## Evaluation of 2016/17

During 2016/17 RGS ran a number of activities and intervention strategies to support the social and emotional wellbeing and academic needs of our disadvantaged students.

## Overall Impact of all the strategies:

Evaluation of data from RAISEonline shows that of the 2 students in year 11 who were classed as disadvantaged their overall Progress 8 score compared to the school cohort was -0.32 compared to 0.82 for the other pupils. This is a wider gap than last year, but the small sample size makes the data unreliable. **Overall disadvantaged pupils at RGS outperformed non-disadvantaged pupils nationally.**

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Attainment for 2016-17		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
% achieving 5A* - C incl. EM (2016/17 only)	100%	%
% achieving expected progress in English / Maths (2016/17 only)	100% / 100%	% / %
Progress 8 score average (from 2016/17)	-0.32	0
Attainment 8 score average (from 2016/17)	62.75	

### In-class support- Use of GTA's £2047.50

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

#### Impact:

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

### Mentoring £913.50

Pupil Premium students who have been identified as underachieving or in need of emotional support are monitored on a regular basis throughout fifth year.

#### Impact:

Of 11 Pupil Premium students in fifth year, 3 have been identified as needing some mentoring support. These students have all moved to Amber on the RAG rating system and are continually being monitored. Two of these students continued on into sixth form at RGS and the third was supported in finding a college place to study a course of their choice.

### Subject Intervention and revision sessions £257.87

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, IT, music, art, DT and MFL. Students are being provided with personalised support to meet their learning needs or gaps in learning. They are being offered small group support and some one-to-one sessions, either at lunchtime or during morning assembly time.

#### Impact:

The subjects offering support were well attended by the PP group. Following discussions with those who attended they felt the sessions had helped them to achieve their goals and were instrumental in the high outcomes they achieved.

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## SISRA £1995

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

### Impact

In 2017, 5<sup>th</sup> year the 2 Pupil Premium FSM students achieved -0.32 and all students achieved 0.82.

KS 2-4 value added for all students was 1023.03 and 971.29 for the 2 Pupil Premium FSM students (**significantly above the national average**).

## Educational Visits £5364.50

It is expected that the following visits will be supported over the course of the year: art trip to Cornwall, Bewerley Park, classics trip to Greece, English trips to a theatre, French trip to Normandy.

### Impact:

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2018.

## Instrumental Tuition £1255

A number of students are currently accessing funding for instrumental tuition. This includes piano, guitar, brass instruments, cello and drums tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

### Impact:

Feedback through focus groups (pupil voice) indicates that all the students value the instrumental tuition received. They believe they have benefited academically and socially from the opportunities provided by the tuition. Analysis of data suggests that instrumental tuition has a positive impact on academic outcomes.

## Pastoral/Welfare support £2496

A number of students have currently accessed this support. This includes the purchase of school uniform, Duke of Edinburgh fees and some financial support for World Challenge. All the funding is offered to support the social and emotional wellbeing of the students.

### Impact:

The support offered had a positive impact on student outcomes and those who received support remained focused and engaged in school life.

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## Administrative support £3088

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

**Impact:** Cost effective spending with high outcomes that can be tracked and evaluated easily.

## T3 Peer listening club £100

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions there is a variety of games that can be played by the students. The funding is used to buy materials that can be used to help the students mix with their peers.

**Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to access the success of the club. One PP student regularly attended the club during the academic year.

## HMS Heroes Club £500

Pupil Premium service students will meet twice a month with a designated member of staff and some older students to offer support for those in need.

**Impact:**

Positive outcomes and happy, settled children in school. Use of pupil voice suggests students are happy and feel supported when appropriate.

## Careers £300

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

**Impact:**

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day.

## Improving Literacy Interventions £598.50

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and include two PP (FSM) and six S4 students. The sessions cover:

- Spelling programme
- Paired reading

**Impacts:**

The work completed during registration has been invaluable and the success was evident in the GCSE results.

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## Subject Tuition/Support £4836.48

Includes, purchasing revision guides, tutoring, one-to-one support and French after school classes.

### Impacts

The impact was evident in the successful GCSE results and through focus group feedback.

## 2015/16 Allocation

The Grant funding for the 2015/16 Academic year, is £25,755 (actual funding) and is based on the January 2015 census figures. At that date, there were 13 Free School Meals (FSM) and Ever 6 (students who had received free school meals at some point in the last six years). There were 45 Service students or Ever 4 (whose family had been in the armed forces in the last 4 years).

## Evaluation of 2015/16

During 2015/16 RGS ran a number of activities and intervention strategies to support the social and emotional wellbeing and academic needs of our disadvantaged students.

### Overall Impact of all the strategies:

Evaluation of data from RAISEonline shows that of the 4 students in year 11 who were classed as disadvantaged their overall Progress 8 score compared to the school cohort was 0.51 compared to 0.48 for the other pupils. This has been a continuation of closing the gaps. Overall disadvantaged pupils at RGS outperformed non-disadvantaged pupils nationally.

Attainment for 2015-16		
	<i>Pupils eligible for PP(FSM Ever6 at RGS)</i>	<i>All pupils (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	75%	69.7%
% achieving expected progress in English / Maths (2015/16 only)	100% / 75%	73.2% / 69.1%
Progress 8 score average (from 2015/16)	0.51	0
Attainment 8 score average (from 2015/16)	64.5	49.34

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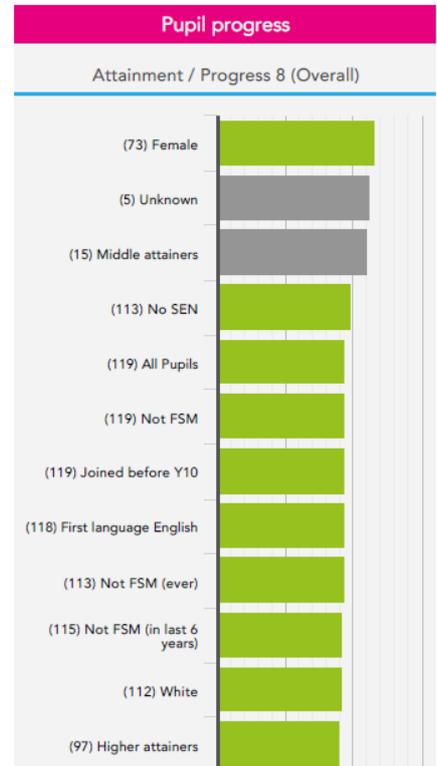


## Re-fo. Pupil groups

### KS4 Pupil groups performance 2016

	Pupils	Actual results			Pupil progress			
		Attainment / Progress 8 (Overall)	% A*-C English & Maths	% EBacc	Attainment / Progress 8 (Overall)	% A*-C English & Maths	% EBacc	
<b>Summary</b> All Pupils	119	6.9+	98%+	67%+	+0.47+	+4%	+12%+	
<b>Gender</b>	Male	46	6.7+	98%+	76%+	+0.29	+3%	+25%+
	Female	73	7.0+↓	99%+	62%+	+0.58+	+5%	+3%
<b>Prior Attainment</b>	Higher attainers	97	7.0+	99%	72%+	+0.45+	+2%	+11%+
	Middle attainers	15	5.8+	93%	40%	+0.55	+17%	+18%
<b>Pupil Premium</b>	FSM (in last 6 years)	4	6.5	75%	75%	+0.52	-9%	+27%
	Not FSM (in last 6 years)	115	6.9+	99%+	67%+	+0.46+	+5%+	+11%+
<b>FSM</b>	Not FSM	119	6.9+	98%+	67%+	+0.47+	+4%	+12%+
	FSM (ever)	6	6.7+	83%	83%	+0.37	-6%	+25%
<b>FSM Ever</b>	Not FSM (ever)	113	6.9+	99%+	66%+	+0.47+	+5%+	+11%+
	SEN Support	6	5.5+	67%	17%	+0.11	-17%	-12%
<b>SEN Group</b>	No SEN	113	6.9+	100%+	70%+	+0.49+	+5%+	+13%+
	EAL	1	6.3	100%	100%	+0.11	+4%	+53%
	First language not English							

### KS4 Progress 2016



### Provision of an additional GCSE Science set £1832

This allows students who are finding the science curriculum challenging to work in a smaller group size, providing accelerated progress with targeted support.

#### Impact

Two FSM students accessed the additional science group. Their outcomes were in line with expectations and the smaller group enabled them to have more one-to-one support to ensure they passed their science GCSE.

### SISRA £1995

SISRA analytics has enabled a detailed analysis of student progress and allows quick and easy identification of Pupil Premium groups. This has been successful as it has enabled staff to identify where gaps exist and therefore focus on ensuring that progress of all groups of students is aspirational and all groups make at least expected progress.

#### Impact:

In 2016, 5<sup>th</sup> year the 4 Pupil Premium FSM students made above average total progress 8, with all students achieving 0.48 and PP students achieving 0.51.

KS 2-4 value added for all students was 1034.437 and 1030.383 for the 4 Pupil Premium FSM students (significantly above the national average).

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## **In-class support- Use of GTA's £2200**

The school does not have a policy of attaching a Teaching Assistant directly to a student (apart from exceptional circumstances). We aim, instead for the TA to support the teacher so that the teacher can support their teaching group and target those that require extra guidance.

### **Impact:**

Support of those students who are in receipt of funding has enabled them to receive support both academically and emotionally. The one-to-one interviews support the progress made by students and the confidence they gain from such sessions.

## **Mentoring £913.50**

Pupil Premium students who have been identified as underachieving or in need of emotional support are monitored on a regular basis throughout fifth year.

### **Impact:**

Of 11 Pupil Premium students in fifth year, 3 were identified as needing some mentoring support. Two of these students moved to Amber on the RAG rating system one stayed on Red. They were continually monitored and supported during their fifth year. Two of these students continued on into sixth form at RGS and the third was supported in finding a college place to study a course of their choice.

## **Subject Intervention and revision sessions £209.10**

Students are able to take advantage of attendance at intervention and revision sessions for English, mathematics, science, RE, geography, history, IT, music, art, DT and MFL. Students are being provided with personalised support to meet their learning needs or gaps in learning. They are being offered small group support and some one-to-one sessions, either at lunchtime or during morning assembly time.

### **Impact:**

Following the successes of many of the GCSE results and through focus group feedback, the attendance at lunchtime and afterschool sessions was highly valued by the students and they felt that the smaller group and one-to-one support sessions were instrumental in their success at GCSE.

## **Educational Visits £4265**

Eighteen pupil premium students accessed this funding for educational visits ranging from an art trip to Cornwall, Beverley Park, classics trip to Greece, English trips to a theatre and museum and a French trip to Normandy.

### **Impact:**

Improve academic outcomes and social relationships in addition to confidence of those involved. Data from GCSE results summer 2017.

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## **Instrumental Tuition £1019.50**

Six students accessed funding for instrumental tuition. This included piano, guitar, brass instruments, cello and drums tuition. These students have also benefitted socially from being part of music groups within school. These students are also making excellent academic progress.

### **Impact:**

Feedback through focus groups (pupil voice) indicates that all the students value the instrumental tuition received. They believe they have benefited academically and socially from the opportunities provided by the tuition. Analysis of data suggests that instrumental tuition has a positive impact on academic outcomes.

## **Pastoral/Welfare support £7075**

No. students have currently accessed this support. This includes the purchase of school uniform, Duke of Edinburgh fees, Feedback stamps (improve the quality of teacher/student feedback) exam stress workshop and Leader in Me workshop. All the funding is offered to support the social and emotional wellbeing of the students.

### **Impact:**

The support offered should have a positive impact on the academic outcomes for those involved and will be evident in summer 2017.

## **Administrative support £1170**

The data manager and finance team track the spending and effectiveness of the interventions, monitor attendance and provide regular data updates to monitor the success of the interventions taking place.

### **Impact:**

Cost effective spending with high outcomes that can be tracked and evaluated easily.

## **T3 Peer listening club £100**

The club supports students who find social integration challenging and offers a structured environment supported by trained sixth form peer listeners. The club runs every lunchtime and during the sessions there is a variety of games that can be played by the students. The funding is used to buy materials that can be used to help the students mix with their peers.

### **Impact:**

Improved social integration resulting in improved overall academic outcomes. Use of pupil voice to assess the success of the club. Three PP children regularly attended the club.

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## Improving Literacy Interventions £600

Intervention takes place once a week during morning registration with the aim of improving the literacy levels within school. These sessions are aimed at GCSE students who have been identified as requiring support to achieve in their GCSEs. These sessions are run by the SEN team. The sessions are offered to all students and include two PP (FSM) and six S4 students. The sessions cover:

Spelling programme

Handwriting

Paired reading

### Impacts:

The work completed during registration has been invaluable and the success will be evidenced when GCSE results are issued in August.

## Careers £300

Use of external independent careers advisor to meet students and help with post 16 choices. Every student is entitled to one careers interview in year 11, in addition to the allocated sessions some pupil premium students will be offered additional sessions and parents will be invited in to discuss specific needs.

### Impact:

Successful placement/ post 16 choices for all students. Evidence from exit interviews and survey on results day. Students successful in post 16 choices. All happy with destination locations.

**Date of review: November 2017**

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