Ripon Grammar School

1. **Pupil Premium Statement**

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged Students.

It outlines our 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.

2. **School overview**

Detail	Data 2025-26
School name	Ripon Grammar School
Number of students in school	958 642 (Y7-Y11)
Proportion (%) of pupil premium eligible students (Years 7-11)	4.5% (FSM + PLAC) 9.66% (FSM + PLAC + SPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Mr J Webb (HM)
Pupil premium lead	Mr B Fearnley (AH)
Governor / Trustee lead	Mr E Medway

3. Funding overview

Detail	2025-26 Amount
Pupil premium funding allocation this academic year	PLAC £7,013 FSM £27,952 Service £12,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (NB – figures quoted here represent funds available for the academic year. These are calculated from 2/3 of the funding for eligible PP students from the financial year calculated from the Oct 24 census, and 1/3 of funding for eligible PP students from the Oct 25 census)	PLAC & FSM £34,605 Service £12,950

Part A: Pupil Premium Strategy

1. Statement of intent

The staff and governing body at RGS are committed to ensuring that all of our students, regardless of disadvantage and background, have access to the same opportunities and are able to achieve and thrive, both while they are with us at RGS and in the bright futures we seek to help them build. We are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each student will develop a love for learning and acquire skills and abilities that will prepare them for future success.

This strategy recognises that in comparison to some other schools, RGS has a relatively small number of PP students and that the needs of this small but important group of students can vary significantly. As a selective school many of our PP students are high attainers, but it is important that staff remain acutely aware of the 'unseen' barriers which might exist for some our students and the adverse effects these could potentially have on the progress students are able to make.

We also acknowledge that there may be other students facing barriers to their learning who might not be eligible for pupil premium funding. This can include those the school feels are economically disadvantaged but who are not pupil premium eligible, as well as those who act as carers or who have or have had a social worker. This strategy and the approaches within it extend to these students too.

This strategy outlines the approaches and strategies employed by the school to best meet the needs of our PP students and to best tackle the consequences of inequality and disadvantage. We also recognise that some of the most powerful actions and interventions that can best support our students will have zero cost implications, for which reason this document outlines both those actions which do carry a financial cost and those which do not. Finally, we recognise that many of the approaches outlined here will benefit all of our students, not only those on the PP register.

In line with guidance from the EEF our strategy focuses upon the key areas of: teaching, targeted academic support and wider strategies that will help our students to attend, belong and succeed.

Key Principles

- In seeking to identify and address the challenges facing disadvantaged students we will guard against making assumptions about these students. Instead, we will consult a range of stakeholders, including students and their families to ensure that we fully understand the specific needs of our cohort.
- We will ensure that effective teaching, learning and assessment meets the needs of all students through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual students which will be reviewed at least termly.
- Alongside academic support, we will ensure that those students who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- The progress of PP students will be closely monitored throughout the academic year. Quality assurance processes at both SLT and Department level will monitor the progress of PP students along with other vulnerable groups, the AH (Teaching and Learning), the Inclusion Manager, the DH (Pastoral) and HOY will closely monitor the progress of PP students.

2. Challenges

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

Challenge	Detail
1	**Closing the gap.** Though disadvantaged students at RGS generally make positive progress (the average P8 score for FSM students in 2025 was 0.61), there remains an attainment and progress gap. Progress 8 scores calculated in SISRA suggest a gap of 0.56 in 2024 and a gap of 0.42 in 2025. This compares to a progress gap of 0.73 at national level (2024 figures quoted by EEF). It therefore remains very important that we continue to closely monitor the progress of our disadvantaged students throughout their time at RGS and to develop teaching and intervention strategies that will help each student to achieve their full potential.
2	**Supporting wellbeing.** We have observed that our PP students can be more vulnerable to social emotional and mental health issues and in need of greater support. A number of our disadvantaged students have been in receipt of support from external agencies such as Early Help and the WBIMT. These issues can have an additional impact on attendance and academic progress.
3	**Building cultural capital and broadening horizons.** We have observed that some of our PP students are lacking cultural capital and have low aspirations for their future destinations. Financial pressures can also pose further barriers to some students accessing trips and activities that might otherwise enhance cultural capital and broaden horizons and aspirations.
4	**Supporting attendance.** Attendance data illustrates that attendance rates for our disadvantaged students are high. However, there is a slight gap. In 2024-25 average attendance for FSM students was 92.2% compared with an overall average attendance of 95.3%. In this period only 8 FSM students had attendance data below the school average, and of these only 4 students had attendance below 90%. We must not be complacent about attendance and must continue to provide support to the small number of disadvantaged students whose attendance is a cause for concern.
5	**Supporting behaviour and encouraging positive engagement.** Behaviour data from the last academic year shows that on average, students in years 7-11 were awarded 13.24 negative behaviour points each. In comparison FSM students were awarded 28.25 negative behaviour points. However, last year 12/20 FSM students had a negative behaviour score that was better than the school average, with the remaining 8 students skewing the data for this group of students. Of these 8 students 2 students had gained the vast majority of the negative points. Interestingly our FSM students were, on average, awarded more positive points than the school average (36.67 compared to the school average of 31.08 per pupil). This means that a small number of our FSM students do require continued support with their behaviour and positive engagement in school, but this is not a problem that currently affects most of our FSM students.

3. 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 outcomes for disadvantaged students at KS4 and a reduction of any existing progress and attainment gaps through the school.	- P8 and ATT8 scores show a reduction in the attainment gap. Attainment gap to remain significantly below national averages. - Increased engagement is evident in classroom observations, learning walks, and progress. - Monitoring of ATL grades shows a reduction in the gap between PP/non-PP students. - Close monitoring of attainment gap across each year group (Yr 7-11) shows reduction in attainment gap for each cohort as they move through the school. Ideally PP cohorts will show progress equal to or superior to that of non-PP students.
Provide meaningful and effective support to students with Social, Mental, Emotional Health problems.	- Student voice surveys show students are aware of support available, feel able to access this support and that it has a positive impact on their wellbeing and progress. - Intervention tracking to show students able to access support via school counsellor, Early Help, in school mentoring etc. and impact of these support systems. - Increased wellbeing might also be reflected in higher attendance figures for PP students.
Build upon strong attendance and punctuality levels.	- PP students will achieve, or exceed, attendance percentages in line with national averages. - Gap between attendance for PP and non-PP students is reduced (year on year tracking across cohorts and age groups). - Increased parental engagement demonstrated through Bromcom logs.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	100% of PP students attend a meeting with the careers officer in year 11. - Analysis of participation in clubs and cocurricular activity shows increasing levels of participation for PP students and a reduction of the gap between PP and non-PP students. 100% of PP students will attend Year 9 residential at Bewerley Park. - NEET figures for PP are in line with, or lower than, national average.

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,147

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate staff professional development that supports the delivery of high quality teaching and learning. Whole school CPD sessions and departmental strategies to develop the RGS principles of Quality First Teaching, an approach that will benefit all students, including SEND and PP students. Developing students understanding of principles of metacognition and self-regulation. Supporting subject specific CPD courses to allow staff to target and access the training that best meets their specific needs.	Effective Professional Development	EEF Metacognition and Self-Regulated Learning	EEF	1, 2, 3, 4, 5
The recruitment, retention and professional development of teaching assistants to provide targeted in class support, small group and one-to-one intervention.	In class support and one-to-one interventions will help student attainment, not just those on the PP list but others in the group who are in need of academic help. Making Best Use of Teaching Assistants	EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Weekly HOY meetings involving discussion of vulnerable groups	Rigorous monitoring and tracking of student progress through both departments, and SLT link.	1, 2, 3, 4, 5
Developing staff access to high quality IT facilities in and outside the classroom as part of the school's Digital Strategy. Provision of staff laptops, new screens and appropriate training to develop staff expertise. *Audit of teaching classrooms to ensure all classrooms are best equipped to empower teachers to deliver the best possible lessons.*	Digital technology can improve the quality of explanations and modelling, improve the impact of pupil practice and can play a role in improving assessment and feedback. EEF_Digital_Technology_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Using Digital Technology to Improve Learning	EEF	1, 5

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions across KS3 for low attaining disadvantaged students. Interventions can include handwriting support, reading interventions (as evidenced by Sussex University research) and support groups to develop social skills and support students' mental health.	Small group sessions with identified students to improve confidence and address barriers to learning http://sro.sussex.ac.uk/id/eprint/70702/	1, 2, 3
Provision of smaller classes for delivery of Combined Science in Year 11. Teaching Assistants are also deployed to support this group, as well as in lower set Maths lessons at KS4.	Improve level of student engagement with support of in class TAs and regular monitoring. Evidence indicates that one to one or small group tuition can be effective, delivering approximately four to five additional months' progress on average. Small group tuition	EEF (educationendowmentfoundation.org.uk) One to one tuition	EEF (educationendowmentfoundation.org.uk)	1, 2
Peer Mentoring by Yr 12 students is offered to those Year 11 following the mock examinations.		
Extended School Time RGS funds two librarians and our library is staffed until 5pm on most evenings, thus providing a valuable space and resource. Homework Club also runs on Mondays when the school has an early finish. In addition KS4 students have access to a supervised work space every lunchtime.	Reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). Our library remains open for one hour each evening providing a valuable space and resource that PP students can access.	1, 2
Books and revision guides provided to students as part of Year 10 and 11 strategy	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	3, 4
Provision of technology and other resources to support student learning. This might be to support PP students with SEND needs or to overcome financial barriers that might otherwise hinder progress.	Such support will be put in place for those students on a case by case basis, but especially where SEND profiles or EHCPs recommend or require such provision. Where GCSE courses depend upon access to technology (e.g. Design Technology NEA / coursework).	1, 3

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

Budgeted cost: £20,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Counsellor – introduce a student counsellor to support student mental health and wellbeing	Poor mental health and wellbeing can be barriers to learning. Offering targeted in school support should help students who are struggling with their mental health. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	2, 4, 5
Appointment of Educational Welfare Officer to support HOYs and Pastoral Team in improving attendance, punctuality and home – school relationships.	The appointment of an Educational Welfare Officer will enhance the support pastoral staff are able to provide, build stronger relationships with parents, collaborate with external agencies and contribute to enhanced tracking, analysis and effective use of attendance and punctuality data.	2, 4, 5
Use pastoral team to positively reinforce attitude to learning and to support student wellbeing.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all students in the classroom due to purposeful learning environment.	2, 4, 5
Wider curriculum opportunities – monitored by tutors and HOY. All term time trips are paid for through PP funding, including year 9 residential.	Students have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 2, 3
Ensure all identified PP students with poor attendance to school have access to key staff including HOY. Curriculum support via the Inclusion Manager if required.	A bespoke curriculum package needs to be established for some learners to engage them back into learning and to give aspirations for future success.	2, 3, 4, 5, 6
Work with external agencies including CAMHS, MIND and WBIMT to support students and families.	Help students so they are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.	1, 2, 3, 4, 5
Work with Careers Department and 6th Form Team to ensure students are able to make informed, ambitious and appropriate decisions about their futures.	For example, arranging for PP students to attend apprenticeship events alongside 6th form Open Evenings.	3
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. HOY to check appointments at all parent events. EEF Toolkit Parental Engagement suggests +4 months progress. Parental engagement | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

Total budgeted cost: £34, 934

Part B: Review of outcomes in the previous academic year

1. Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

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2024-2025

Closing the attainment and progress gap

RGS had 4 FSM PP students entered for GCSE exams in 2025. These students achieved an average P8 score of 0.61 which compared to a P8 for non-FSM students of 1.03, meaning that there was a progress gap of -0.42. This gap is smaller than the gap of -0.56 in 2024, and the gap of -0.48 in 2023. This gap remains smaller than the national figure.

SISRA analysis shows that the average Attainment 8 grade for FSM students was 6.63 compared to an average Attainment 8 grade of 7.16 for non-FSM students. This means that there was an attainment gap of -0.53 in 2025. This marks a reduction of the attainment gap which was -0.94 in 2024 and -0.86 in 2023.

Below year 11 SISRA calculates the following P8 data:

Year Group	No. FSM students	Progress 8 (Non-FSM)	Progress 8 (FSM)	Progress Gap
7	4	0.62	0.68	0.06
8	10	0.24	-0.13	-0.37
9	5	1.34	1.44	0.10
10	1	0.94	-0.29	-1.23

Though the P8 gap in year 11 is large, this is based on a single student about whom we remain hopeful that final outcomes will be significantly better than this data suggests. Otherwise this data paints a positive picture, with the exception of the year 8 data which suggests a lack of progress and a gap that is perhaps more statistically significant due to the large number of FSM students in this year group. We continue to work hard to support this year group.

Attendance:

PP attendance figures continue to improve, but we cannot be complacent and there is further progress possible. Across the last three years attendance for FSM students (years 7-11) is as follows:

2025-26 = 96.4% (year to date, whole school attendance average = 96.9%)
2024-25 = 92.2%
2023-24 = 85.6%
2022-23 = 81.7%

Some of this improvement is the result of FSM students with a pattern of persistent absence no longer being on the school roll. However, these improvements also reflect the work of the pastoral team and the welfare officer, and the work of the wider school staff to make students feel safe, successful and known when they are in school. There remains a slight gap in attendance between FSM students and last year's whole school average attendance at 95.3% compared to FSM average attendance of 92.2%. However, Bromcom analysis shows that of 22 FSM students last year, only 10 had attendance below the school average with only 5 of these having attendance below 90%. One student who is no longer on roll had a very low attendance which will have further distorted the overall FSM average.

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Attitude to Learning

Year Group (24-25)	ATL Grade Non-FSM	ATL Grade FSM	ATL Difference
7	1.6	1.4	-0.2 (FSM better)
8	1.6	1.8	+0.2 (FSM worse)
9	1.6	1.8	+0.2 (FSM worse)
10	1.8	1.9	+0.1 (FSM worse)

Analysis of the school's Attitude to Learning grades for the last academic year (1 = expected+, 4 = requires improvement) shows that there is a small gap in effort between FSM students and non-FSM students in most years with the exception of year 7 (current year 8). Only 4 of the FSM students in the whole cohort have an average ATL that is greater than 2 (expected effort) which reflects a strong picture, though there is still some work to do.

Behaviour

Bromcom data on behaviour shows some difference between FSM and non-FSM students, both in the awarding of positive behaviour points and the awarding of negative behaviour points.

	FSM	Whole cohort	Gap
Avg. positive points / student	36.67	31.08	+5.59 (FSM better)
Avg. negative points / student	28.25	13.24	+15.01 (FSM worse)

These slightly contradictory totals reflect a mixed picture with the number of negative points for FSM students distorted by two FSM student who amassed significantly more negative behaviour points than their peers. The majority of FSM students have more positive points than the school average and fewer negative points than the school average, suggesting a very high level of positive engagement in school from FSM students. It remains true that we must continue to work hard to support the small number of FSM students whose behaviour threatens to negatively impact their progress.

2. Externally provided programmes

Programme	Provider
Wellbeing in Mind Mental Health Support Team	Tees, Esk and Wear Valleys NHS Foundation Trust

Service pupil premium funding

How our service pupil premium allocation is used:
SPP has been used to appoint a member of staff to act as Service Children Liaison Officer to plan and deliver pastoral support. Further support is offered by the Assistant Head (T&L) and the wider pastoral staff. This support includes: - Attending relevant local network meetings and updates and sharing relevant information with staff - Meeting regularly with Service children - Working with the Army Welfare Service to provide a programme of activities through the year - Planning trips for Service Children (such as a summer team-building watersports trip) - Acting as the main point of contact for service families, including liaison with military welfare teams where necessary. - Delivering CPD to the wider staff body to ensure that staff have a full understanding of the challenges and benefits to being a service child (this has included service children delivering sessions on staff training days). In addition, SPP funding contributes towards the cost of the school counsellor who is available to provide counselling and support to students when the need arises.