



Ripon Grammar School

1. Pupil Premium Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 2022	Data 2022-23	Data 2023-24
School name	Ripon Grammar School		
Number of students in school	930	922	925
Proportion (%) of pupil premium eligible students	2.7%	2.81% (FSM) 6.94% (FSM & SPP)	3.02% (FSM) 7.89% (FSM & PP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24		
Date this statement was published	Oct 2021	October 2022	October 2023
Date on which it will be reviewed	Oct 2022	October 2023	October 2024
Statement authorised by	Mr Jonathan Webb		
Pupil premium lead	Mrs Helen Keelan-Edwards (DH)	Mr Ben Fearnley (AH)	Mr Ben Fearnley (AH)
Governor / Trustee lead	Mr Eric Medway		

3. Funding overview

Detail	2021-22 Amount	2022-23 Amount	2023-24 Amount
Pupil premium funding allocation this academic year	£39 860	£ 29 523 ¹	£34 423
Recovery premium funding allocation this academic year	£3 000	£6 000	£6 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
Total budget for this academic year	£42 860	£35 523	£40 423

¹ FSM allocation for academic year + LAC funding for academic year.

Part A: Pupil Premium Strategy

1. Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' students and 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 commensurate with fulfilling their potential and as an adult finding employment.

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 of our students and the adverse effects these could potentially have on the progress students are able to make.

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.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged students and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL students are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable students to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Ensure that students' aspirations for the future are not narrowed or undermined by their background or circumstances.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that students access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all students have access to trips, residential, first hand learning experiences
- Provide opportunities for all students to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable students to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles

- 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) will meet regularly with PP students to provide support and monitor progress and the DH (Pastoral) and HOY will further 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	Some of our PP students have struggled to make the same academic progress as non-PP students and these difficulties have been exacerbated for some by the impact of the pandemic.
2	We have observed that our PP students can be more vulnerable to social emotional and mental health issues and in need of greater support.
3	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	Data reveals that attendance and punctuality levels for PP students at RGS are lower than for non-PP students.
5	In some instances, a lack of parental engagement has been observed for some of our PP 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
<p>Improve student behaviour for learning and engagement in lessons in order to impact positively on progress and decrease the attainment gap between PP and non-PP students.</p>	<ul style="list-style-type: none"> • P8 and ATT8 scores show a reduction in the attainment gap. Attainment gap to remain significantly below national averages. • Reduce the percentage of behaviour incidents logged for PP students, and ensure it is in line with the average for all students. • 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.
<p>Improve student progress and outcomes for all and especially for key cohorts.</p>	<ul style="list-style-type: none"> • P8 and ATT8 shows a reduction in the attainment gap. Attainment gap to remain significantly below national averages. • 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.
<p>Provide meaningful and effective support to students with Social, Mental, Emotional Health problems.</p>	<ul style="list-style-type: none"> • 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.
<p>Build upon strong attendance and punctuality levels.</p>	<ul style="list-style-type: none"> • 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.
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<ul style="list-style-type: none"> • 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. • 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: £4 758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate staff professional development that supports the delivery of high quality teaching and learning.</p> <p>Whole school CPD sessions and departmental strategies to develop the principles of Quality First Teaching, an approach that will benefit all students, including SEND and PP students.</p> <p>Developing students understanding of principles of metacognition and self-regulation.</p> <p>Supporting subject specific CPD courses to allow staff to target and access the training that best meets their specific needs.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Making Every Lesson Count: Six Pedagogical Principles</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	<p>1, 2, 3</p>
<p>The recruitment, retention and professional development of teaching assistants to provide targeted in class support, small group and one-to-one intervention.</p>	<p>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.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Weekly HOY meetings involving discussion of vulnerable groups</p>	<p>Rigorous monitoring and tracking of student progress through both departments, and SLT link.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £17 467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Small group sessions with identified students to improve confidence and address barriers to learning http://sro.sussex.ac.uk/id/eprint/70702/</p>	<p>1, 2, 3</p>
<p>GCSE intervention – targeted intervention in KS4 ahead of GCSEs, including after school booster groups where necessary.</p>	<p>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)</p>	<p>1, 2</p>
<p>Librarians and library. RGS funds two librarians and our library is staffed until 5pm on most evenings, thus providing a valuable space and resource that PP students can access.</p>	<p>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.</p>	<p>1, 2</p>
<p>Books and revision guides provided to students as part of Year 10 and 11 strategy</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>3, 4</p>
<p>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 due to a lack of access to required technology.</p>	<p>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).</p>	<p>1, 3</p>
<p>Regular 1:1 meetings between Assistant Head (T&L) and FSM PP students as needed</p>	<p>Close monitoring of student progress allowing implementation of effective interventions to support student progress.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £17 379

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, 3, 4
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.	1, 2, 3, 4, 5
Wellbeing in Mind Mental Health Support Team	Work with the Tees, Esk and Wear Valleys NHS Foundation Trust to support student wellbeing across all year groups	1, 2, 3, 4
Reorganisation of KS4 PSHCE with new programme to cover topics of Relationships, Health and Wellbeing and Living in the Wider World.	Staff will specialise in specific topics allowing enhanced delivery. This will also allow KS4 tutors more time to support the emotional wellbeing and academic progress of their tutees.	1, 2, 3
Use pastoral team to positively reinforce attitude to learning.	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	Students have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	1, 2, 3
Offer consistency through a whole school behaviour policy	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF Supporting Behaviour in Schools Guidance	1, 2, 3, 4
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, Kooth and The Hub 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 6 th Form Team to ensure students are able to make informed,	For example, arranging for PP students to attend apprenticeship events alongside 6 th form Open Evenings.	3

ambitious and appropriate decisions about their futures.		
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: £ 39 604

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.

2021-2022

Attainment

RGS had 6 FSM PP students entered for GCSE exams in 2023. These students achieved an average P8 score of 0.32, which compares to a P8 score of 0.8 for non-PP FSM students, meaning there was a progress gap of -0.48.

SISRA analysis shows that the average Attainment 8 grade for non-PP students at RGS was 7.01 compared to a FSM average grade of 6.15, meaning the Attainment 8 average grade gap was -0.86

RGS had 16 PP service students entered for GCSE exams in 2023. Non-Service students achieved an average P8 score of 0.81 compared to a score of 0.55 for service students (a progress gap of -0.26).

For our services students the progress gap this year has shrunk slightly (down from -0.33 in 2022), but the gap has widened for FSM students in line with national trends where the attainment gap has grown to its largest level since 2011.

Below year 11, attainment was measured across all subjects in relation to benchmark grades using Indicative Attainment Grades awarded at the end of the academic year. FSM student progress was measured against non-FSM students.

Year Group	Progress against BMG	Progress against BMG	Attainment Gap
	FSM Students	Non-FSM Students	
7	-0.6	0.2	-0.8
8	-0.8	-0.5	-0.3
9	-0.3	-0.4	+0.1
10	-0.2	-0.5	-0.3

Progress data suggests a larger gap between IAGs and BMGs in year 7 where the PP attainment gap of -0.8 is comparable to the PP attainment gap of -0.86 for our year 11 leavers.a. In years 8-10 the gap is smaller and in year 9 FSM students are closer to their BMG than non-FSM students.

Attendance

PP attendance figures for 2022-23 were 81.7% for FSM PP students, compared to 86.8% in the previous year. This compares to a figure of 95.3% for non-FSM student in 2022-23. The PP FSM attendance figure for the last academic year shows that attendance for this group has fallen and is now below the national average of 85.3%. However, these figures are distorted by two students who were out of school for most if not all of the year, one in year 8 and one in year 9. One of these students has now left the school, but in a school with a relatively small number of FSM students these long-term absences can have a significant statistical impact. Attendance figures for PP FSM in these year groups are as low as 62% and 70% respectively as a result, but attendance in other groups is much higher (and much closer to the attendance of non-FSM students). The table below illustrates this:

Year	FSM attendance	Non-FSM attendance	Gap
7	97%	94.7%	+2.3%
8	62%	95.7%	-33.7%
9	70.9%	94.9%	-24%
10	84.4%	95.6%	-11.2%
11	91.2%	93.1%	-1.9%

If the anomalous year groups are removed from the calculation, the gap between FSM and non-FSM students is small, particularly in years 7 and 11 (where FSM attendance is significantly above the national average). It will be important to continue monitoring attendance in the coming academic year and the appointment of a school welfare officer will contribute to this ongoing process.

Attitude to Learning

Year Group (22-23)	ATL Grade PP FSM	ATL Grade Not PP FSM	ATL Difference
7	2.1	1.6	0.5
8	1.9	1.6	-0.3
9	1.7	1.7	0
10	1.7	1.9	-0.2

Analysis of the school's Attitude to Learning grades (1 = expected+, 4 = requires improvement) shows that there is a small gap in effort between FSM students and non-FSM students in years 7, 8 and 10 though this remains relatively small. There is a some correlation between average ATL grades and progress scores, with year 7 having the largest gap in terms of both progress and ATL grades, while year 9 students show very little difference between FSM students and non-FSM students.

2. Externally provided programmes

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