

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rochester Grammar School
Number of pupils in school	981
Proportion (%) of pupil premium eligible pupils	7.8% (77)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Clare Brinklow
Pupil premium lead	Dan Lloyd
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,535
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,715

Part A: Pupil premium strategy plan

Statement of intent

We believe that the most important purpose of our school is to maintain an environment in which every student is able to achieve academic excellence and personal success through the delivery of a challenging and robust curriculum. There must be total consistency in the quality of care and education that all students receive, irrespective of gender, sexuality, race, culture or economic background. Students within each of these identified groups should not be disproportionately disadvantaged in the outcomes they secure, with the expectation that all should achieve at the same level, or above that of the wider cohort.

The school works to ensure that the provision provided for all students includes both direct approaches in 'closing the gap', alongside more creative solutions which influence academic achievement, as well as meeting the students' social and emotional well-being needs, tackling any barriers from these that could impact on a student's overall progress and attainment.

Rochester Grammar School and its staff are always mindful of the fact that eligibility for Free School Meals and the Pupil Premium Grant (PPG) does not classify a student as being of 'lower ability' due to their social circumstances. Instead, we place an increased emphasis on ensuring that any barriers to learning that are identified in light of social circumstances are addressed with the appropriate use of strategies and funding to support these.

Whilst the Pupil Premium Grant may be used to impact on all students in receipt of additional funding, we also recognise the wider impact on the whole school community with the use of funds to support the delivery of both an outstanding teaching and learning and a whole school curriculum.

Our two-tier approach in the use of Pupil Premium funding focuses on both the whole school approach, alongside that of more bespoke and specific interventions that are targeted towards the needs of the individual student. With this, the decision of how funding would be best utilised is very much decided upon based on the individual needs of the student, identified from the feedback of all key stakeholders, including the student themselves, parents/carers and staff.

The school also ensures that our admissions criteria priorities entry for students who are in receipt of the Pupil Premium Grant.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for Year 11 students completing their end of year exams after a prolonged period of absence caused by national school closures in light of Covid-19.
2	An increase in the level of mental health concerns recorded for students in the return to school following the periods of extended school closures.
3	Ability of students to access all the resources available to improve outcomes, including revision resources and materials, books and equipment
4	Development of cultural capital opportunities that support learning beyond the curriculum, including trips, visits and extra-curricular opportunities
5	Attendance and engagement with education, including parental engagement and building stronger home/school relationships

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
Students are confidently able to access linear examinations and make expected or above expected levels of progress across all subject areas with no identifiable gaps in with key groups in comparison with the wider cohort	Students achieve either at or above that of their expected predicted/target grades Students are able to complete all exams without interruption caused by anxiety, stress or through lack of knowledge It is important to the school that Pupil Premium Grant funding isn't solely used for the benefit of disadvantaged students who are underachieving, but also to support the most able in securing the highest outcomes (grades 8 and 9)
Students are not adversely disadvantaged due to mental health issues that have arisen in response to the COVID-19 pandemic and receive appropriate interventions to support with any concerns that identified as barriers to learning	Students feel confident in the managing and strategies in place to support their mental health. Students with an identifiable mental health concern are not disproportionately disadvantaged with their end outcomes
Students are able to access all the resources required in order to allow them to access the curriculum without any barriers	Students are able to make progress either at an expected or above level across all subject areas
Students are able to take part in extra-curricular activities that both enable them to	An equal representation of students attending extra-curricular provisions across all areas

develop personal skills and fully access the curriculum	
Attendance and engagement with education.	Attendance of Pupil Premium students is recorded in line or above that of the wider cohort

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: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff costings of those supporting Pupil Premium students:</p> <p>Principal <i>% allocation 10%</i></p> <p>Assistant Principal responsible for PP <i>% allocation 10%.</i></p> <p>Assistant Principal responsible for T&L <i>% allocation 10%.</i></p> <p>Vice Principal responsible for data and assessment <i>% allocation 10%.</i></p> <p>Key Stage Leads – KS3 and 4 <i>% allocation 20%.</i></p> <p>Heads of Houses x6 <i>% allocation 30%.</i></p> <p>Pastoral Support Manager (New Role) and Pupil Premium Champion <i>% allocation 10%.</i></p>	<p>RGS Rationale - Key staff who are responsible for the progress and outcomes for RGS PP students and their individual responsibilities.</p> <p><u>Principal</u> - Responsible for successful outcomes across the entirety of the school, and ensuring there is an appropriate curriculum and monitoring procedure in place for all students.</p> <p><u>Assistant Principal for PP</u> - To foster positive behaviour for learning at a whole school level and and maximise the impact of school time for disadvantaged students in raising levels of aspiration. To monitor and track PP spending to ensure all funds are allocated to best support PP students and the wider school community with a review of the impact of spending.</p> <p>To ensure that all safeguarding concerns relating to disadvantaged students are addressed in an expedient and effective manner.</p> <p><u>Assistant Principal for T&L and Vice Principal for assessment</u> - Monitoring progress of PP student and working closely with middle leadership on strategies to best support PP students' progress. To drive quality first teaching and learning, ensuring all teachers have the necessary data and strategies for support pupil premium students and deliver stretch and challenge</p> <p><u>Key Stage Leads – KS3 and 4 –</u> To foster the progress of disadvantaged students within their relevant key stages. Provide support in the identification of special educational needs of disadvantaged students.</p>	<p>1, 2, 3, 4 and 5</p>

	<p><u>Heads of Houses</u> - To foster progress of disadvantaged students within their individual house group. Identifying and meeting needs and opportunities beyond the curriculum. Provide support in the identification of special educational needs of disadvantaged students.</p> <p><u>Pastoral Support Manager (Pupil Premium Champion)</u> - To be a whole school champion for pupil premium students, helping to monitor and track progress and determine any relevant interventions or support that could be put into place in order to best support students.</p> <p>EEF research areas: Aspirations Interventions – Moderate Behaviour Interventions – moderate impact/low cost Parental engagement – moderate impact/low cost Feedback, very high impact based on low cost based on extensive research Homework – high impact based on low cost (limited evidence) Learning styles – low cost Mastery learning – high impact/low cost</p>	
Senior Mental Health first aid training – identify suitable member of staff for appropriate CPD to be delivered through a suitable course	<p>RGS Rationale - Evidence in the level of safeguarding concerns logged has identified that a disproportionately higher percentage of PP students have concerns logged of a mental health concern nature. Ensure staff are appropriately trained to support students</p> <p>EEF: Social and emotional learning: moderate impact based on low cost</p>	2
Pupil Premium Champions	<p>RGS Rationale - Regular review of student progress identifies gaps as and when they begin to emerge, This allows for appropriate intervention to be applied through quality first teaching. Where gaps are created through lack of access to additional resources – revision books, opportunities for extra curricular opportunities (music lessons etc) – liaising with PP Assistant Principal lead to address.</p>	1, 3 and 4

	EEF – Aspirations intervention – low cost but limited evidence	
Easter revision sessions	<p>RGS Rationale - There has been a significant impact in previous years and the up lift from Mock examinations to GCSE's has been noticeable</p> <p>EEF teaching toolkit: Feedback, Mastery Learning, both high impact strategies.</p> <p>Extending school time – moderate impact, moderate cost.</p> <p>Small group tuition – moderate impact</p> <p>Summer Schools – moderate impact/moderate cost</p>	1
Continued staff development (CPD) opportunities and collaboration related to curriculum intent, impact and outcomes of PP students	<p>RGS Rationale - The development of a good quality curriculum offer that is well planned and sequenced will enable students to access make outstanding progress.</p> <p>EEF – Learning styles – Low cost (low evidence), Mastery learning – high impact for low cost (limited evidence)</p>	2 and 4
Lunchtime and After school homework/study clubs	<p>RGS Rationale – PP students identified the need for a study club at both break and lunch time. This will be set up for every year group to have their own 'study hub' to access</p> <p>EEF: Extending school time – moderate impact for moderate costing</p>	1 and 3

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer mentor training delivered by Project Salus	<p>RGS Rationale - Early identification of students that are falling behind. Engagement with role models who have recently been through the same process. Peer support for students with academic worries.</p> <p>It is much better to act early when a student is struggling with work.</p> <p>Evidence from EEF (July 2018)</p>	2 and 4

	suggests that peer tutoring can be highly effective in lower attaining groups.	
One to one tuition of students identified in both Year 11 and Year 13 who would benefit from this targeted intervention.	RGS Rationale – Addressing the gaps in knowledge caused by periods of absence caused from extended school closures. EEF teaching toolkit: One to one tuition - High impact for moderate cost	1
Small group tuition of students identified in both Year 11 and Year 13 who would benefit from this targeted intervention.	RGS Rationale – Addressing the gaps in knowledge caused by periods of absence caused from extended school closures. EEF teaching toolkit: Group tuition – Moderate impact for low cost	1
Individual financial support for students decided upon on an individual basis, taking into account the needs of the student. <i>This includes payments for curriculum visits, extra curricula activities and trips linked to studies and personal development, additional resources (stationary, textbooks, revision guides, and specialist equipment), additional music and sport lessons, transport and uniform cost.</i>	RGS Rationale - PP pupils will not fall behind or feel 'disadvantaged' if they cannot afford the correct uniform, equipment or wish to access extra-curricular opportunities. EEF teaching toolkit: One to one tuition, individualised instruction, and arts participation, school uniform with high and moderate positive impacts for very low cost. Ofsted and National Curriculum focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”. “So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” (Ofsted inspection framework document)	1, 3 and 4

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of ClassCharts to improve student and parental engagement with positive behaviours	RGS Rationale – increased awareness of PP students and their progress for all staff.	5

along with the monitoring and tracking of data for all student groups by	EEF teaching toolkit: Behaviour interventions, Opportunities for collaborative learning approaches Whole school focus on allowing achievements of disadvantaged students to be celebrated. EEF teaching toolkit: Homework and Parental engagement.	
Expansion of the school counselling provision to provide additional services to students	RGS Rationale - Emotional health is key to being able to fully engage with learning EEF evidence (March 2016) identifies that when there is an improvement in the social and emotional well-being of students and their family's better outcomes are achieved.	4 and 5
Trips, visits to raise aspiration – Russell group universities Workshops and external speaker opportunities	RGS Rationale - Students who maintain high aspirations will achieve higher outcomes, Students experience new cultures learning outside of the classroom developing cultural capital opportunities EEF teaching toolkit: Collaborative learning approaches, social and emotional learning.	4
Expansion of reading materials available within the school library and the starting of peer reading groups Opportunity for a 'reading club' with associated reading materials for this	RGS Rationale: Students will improve reading and comprehension levels which is transferrable to their access of the wider curriculum. EEF teaching toolkit: Reading comprehension strategies- Very high impact. EEF teaching toolkit: One to one tuition, individualised instruction, and arts participation with high and moderate positive impacts for very low cost.	4
Introduction of a new RGS 'Student Service Hub'	RGS Rationale – Creating a hub for students to receive emotional and wellbeing support to address concerns relating to mental health.	4 and 5

Total budgeted cost: £ 85000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Agreed Action 1:

Regular review and monitoring of progress of PP ensures.
Ensuring all staff are aware of the students who are PP.
Ensuring that staff quickly identify additional resources that may be required to enable access to the curriculum

Estimated Impact:

Due to Covid 19 data is not available for progress measures.

Lessons Learnt

Continue to ensure there is regular monitoring of progress and teaching staff are challenged to ensure that alternative resources are evaluated and used as appropriately. Quick identification of needs can mean that any gaps are closed quickly and effectively

Agreed Action 2

Easter and Witsun revision schools

Estimated Impact:

Students felt supported and fully prepared for the linear examinations.
PP students outperformed non-PP students in GCSE examinations

Lessons Learnt:

Due to Covid 19 these sessions did not take place, funding will be carried over to next academic year to support additional resources and support needed due to Covid 19

Agreed Action 3:

Small group tuition for English and Maths students

Estimated Impact:

Due to Covid 19 data is not available for progress measures.

Lessons Learnt:

Ensure identification of students is early as possible to get the biggest impact.

Agreed Action 4:

Individual financial support for students.

Estimated Impact:

PP students were able to have access to specialist resources, extra curricula activities and aspirational events.

Lessons Learnt:

This approach works very well and enables students to have opportunities otherwise would not be available to them.

Due to the impact of Covid we were able to provide a lot of digital equipment to allow students to access education.

Agreed Action 5:

School Counsellor

Estimated Impact:

Students were able to manage their emotions to enable them to learn and access the curriculum

Lessons Learnt:

Continue with this, Early identification is important, there is a positive effect both on mental health but also student's ability to access academic work too.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

This year we intend to develop a new student services hub that focuses on being a base for the new Pastoral Support Manager (new role) to be based for the school. Alongside this, we will also be introducing (January 2022) two new NELFT Trainee Emotional Wellbeing Practitioners who will work with students to address concerns around mental health and wellbeing that act as a barrier to learning.

Alongside this, we are working with external providers and professionals to seek a wide array of support opportunities that can be made available to student to address the needs identified through surveys conducted with students, staff and parents/carers.

In 2022-23, the ambition as part of the three-year PP plan will also be to introduce a 'Cultural Passport' to address the needs to PP students having a limited offering of cultural capital enrichment opportunities beyond school, looking at how the PPG can be utilised to create a catalogue of offerings that students can choose from to gain experiences and opportunities that they would otherwise not have access to.

1 – 2020-21: Academic Achievement

Average End of Year Grades		
Year Group	Non-PPG	PPG
Year 7	0.19	0.05
Year 8	0.27	0.15
Year 9	0.24	0.14
Year 10	P8 0.14	P8 -0.10
Year 11	P8 0.60	P8 0.64

2 – 2020-21: Attendance and Punctuality

Year Group	Non-PPG	PPG
% Average Attendance	93.5	92.4
% Average Punctuality	1.6	2.2

