

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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  | 999 (1184 including Sixth Form) |
| Proportion (%) of pupil premium eligible pupils   | 9.1% (91)                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23<br>2023-24<br>2024-25   |
| Date this statement was published   | December 2022                   |
| Date on which it will be reviewed   | November 2023                   |
| Statement authorised by   | Clare Brinklow                  |
| Pupil premium lead  | Dan Lloyd                       |
| Governor / Trustee lead   | Michael Bailey                  |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £82,718  |
| Recovery premium funding allocation this academic year  | £24,070  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £106,788 |

## 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 current Year 11 students completing their end of year exams after a prolonged period of absence during Year 8/9 caused by national school closures in light of Covid-19. |
| 2                | A continued 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<br>Students are able to complete all exams without interruption caused by anxiety, stress or through lack of knowledge<br>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.<br>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  |

|   |   |
|---|---|
| <p>Students are able to take part in extra-curricular activities that both enable them to develop personal skills and fully access the curriculum</p> | <p>An equal representation of students attending extra-curricular provisions across all areas</p> |
| <p>Attendance and engagement with education.</p>  | <p>Attendance of Pupil Premium students is recorded in line or above that of the wider cohort</p> |

## 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: £41,359**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Provision of PP<br/>Champion led strategies including dedicated time of key staff responsible for PP student progress and experience</p>                           | <p>Key staff who are responsible for the progress and experience of RGS PP students with focus on:</p> <ul style="list-style-type: none"> <li>• positive behaviour for learning</li> <li>• raising levels of aspiration</li> <li>• monitoring and tracking PP spending and impact</li> <li>• safeguarding of disadvantaged students</li> <li>• quality first teaching and learning, ensuring all teachers have the necessary data and strategies for support pupil premium students and deliver stretch and challenge</li> <li>• identification of special educational needs of disadvantaged students.</li> <li>• mental health</li> <li>• attendance</li> </ul> | <p>1, 2, 3, 4 and 5</p>       |
| <p>RGS to complete the 'Teaching Times' National Wellbeing Pilot to become a gold accredited wellbeing school. – three members of staff completing accreditation.</p> | <p><b>RGS Rationale</b> - 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 informed to support students, in addition to exploring which areas of CPD can also be delivered to further enhance the staff body with the relevant knowledge and understanding of how best to support their students.</p> <p><b>EEF:</b> Social and emotional learning: moderate impact based on low cost</p>   | <p>2</p>                      |

|   |  |                   |
|---|--|-------------------|
| <p>Pupil Premium Champion</p>   | <p><b>RGS Rationale</b> – A new role introduced in September 2022.</p> <p>Regular review of student progress following each data capture, identifying gaps as and when they begin to emerge, This allows for appropriate intervention to be applied through quality first teaching.</p> <p>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> <p>Leading on the whole school Peer Mentor network programme – launching in January 2023.</p> <p>Leading on PP ‘reading buddy’ programme – launching in January 2023.</p> <p><b>EEF</b> – Aspirations intervention – low cost but limited evidence</p> | <p>1, 3 and 4</p> |
| <p>ArtsMark Award Accreditation</p>   | <p><b>RGS rationale</b> – Enabling students access to a varied and rich extra-curricular opportunity within the areas of art, dance, drama, music and the general creative arts.</p> <p><b>EEF</b> – Arts participation – low cost with good evidence</p>  |                   |
| <p>Easter revision sessions</p>   | <p><b>RGS Rationale</b> - There has been a significant impact in previous years and the up-lift from Mock examinations to GCSE’s has been noticeable</p> <p><b>EEF teaching toolkit:</b> 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>  | <p>1</p>          |
| <p>Continued staff development (CPD) opportunities and collaboration related to curriculum intent, impact</p> | <p><b>RGS Rationale</b> - The development of a good quality curriculum offer that is well planned and sequenced will enable students to access make outstanding progress.</p>  | <p>2 and 4</p>    |

|                                    |  |         |
|------------------------------------|--|---------|
| and outcomes of PP students        | <b>EEF</b> – Learning styles – Low cost (low evidence), Mastery learning – high impact for low cost (limited evidence)   |         |
| Whole School Feedback/AFL strategy | <p><b>RGS Rationale</b> – A well evidenced and high impact strategy.</p> <p>Regular feedback written within the whole school assessment for learning policy.</p> <p>PP approach – <b>MQL</b> – Marking, Questioning and Literacy. First books to be marked, questioning to develop understanding/deeper thinking, Literacy – tackling misconceptions and barriers.</p> <p><b>EEF</b> –</p> <p>Feedback can come from a number of sources, feedback should not be limited to just written responses, important to give feedback on the things that are correct – not just incorrect. (High impact for low cost)</p> |         |
| Lunchtime study clubs/spaces       | <p><b>RGS Rationale</b> – PP students identified the need for a study club at both break and lunch time. This has been launched to be a supervised space every lunch time throughout the week. Two rooms are accessible – both able to facilitate approx. 120 students in total.</p> <p>Introduction of a dedicated ‘Careers Hub’ to be open for student access every lunch time to further promote accessibility to information to promote aspiration.</p> <p><b>EEF</b>: 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: £26,172**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Peer Mentor Programme – launching in January 2023   | <p><b>RGS Rationale</b> - Identification of students that are struggling with either peer relationships, wellbeing or general academic studies. Engagement with role models who have been trained by Project Salus to be Peer Mentors.</p> <p><b>EEF -</b><br/>It is much better to act early when a student is struggling with work. Evidence from EEF (July 2018) suggests that peer tutoring can be highly effective in lower attaining groups.</p>  | 2 and 4                       |
| Small group tuition of students identified in both KS3 and KS4 who would benefit from this targeted intervention.   | <p><b>RGS Rationale</b> – Addressing the gaps in knowledge to ensure effective intervention at an early stage.</p> <p>KS3 targeted intervention delivered by Key Stage leads</p> <p>Targeted intervention within Mathematics twice per week for identified KS4 students in the lead up to GCSE examinations in May 2023.</p> <p><b>EEF teaching toolkit:</b> EEF teaching toolkit: Group tuition – Moderate impact for low cost</p>   | 1                             |
| One to one targeted Year 7 reading intervention programme – launching in January 2023   | <p><b>RGS Rationale</b> – Addressing the gaps in reading ages to ensure a full access to the wider school curriculum. Year 7 students are identified based on current reading age data – to be paired with an older Y11-13 student to meet with once every two weeks for reading support/intervention.</p> <p><b>EEF teaching toolkit:</b> EEF teaching toolkit: Group tuition – Moderate impact for low cost</p>   | 1                             |
| <p>Individual financial support for students decided upon on an individual basis, taking into account the needs of the student.</p> <p><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,</i></p> | <p><b>RGS Rationale</b> - PP pupils will not fall behind or feel ‘disadvantaged’ if they cannot afford the correct uniform, equipment or wish to access extra-curricular opportunities. All students to have full access to cultural capital opportunities.</p> <p><b>EEF teaching toolkit:</b> One to one tuition, individualised instruction, and arts participation, school uniform with high and moderate positive impacts for very low cost.</p> <p>Ofsted and National Curriculum focus on Cultural Capital; helping to “engender an appreciation of human creativity and Achievement”.</p> | 1, 3 and 4                    |



|                                    |  |  |
|------------------------------------|--|--|
| <i>transport and uniform cost.</i> | “So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” ( <i>Ofsted inspection framework document</i> ) |  |
|------------------------------------|--|--|

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

**Budgeted Cost: £39,257**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Use of ClassCharts at whole school level to improve student and parental engagement with positive behaviours along with the monitoring and tracking of data for all student groups.</p> <p>Launch of ClassCharts homework feature in September 2022.</p>                      | <p><b>RGS Rationale</b> – increased awareness of PP students and their progress for all staff - Monitoring patterns and trends with behaviours so that early intervention can be put into place.</p> <p><b>EEF teaching toolkit:</b> Behaviour interventions, Opportunities for collaborative learning approaches</p> <p>Whole school focus on allowing achievements of disadvantaged students to be celebrated.</p> <p><b>EEF teaching toolkit:</b> Homework and Parental engagement.</p> | 5                             |
| <p>Whole school counselling provision – two days per week access.</p>  | <p><b>RGS Rationale</b> - Emotional health is key to being able to fully engage with learning</p> <p><b>EEF evidence</b> (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.</p>   | 4 and 5                       |
| <p>Careers and CEIAG focus on raising levels of aspiration. Priority additional one to one impartial careers guidance interviews for PP students, in addition to the standard guidance all Y11 students already receive.</p> <p>Workshops and external speaker opportunities</p> | <p><b>RGS Rationale</b> - Students who maintain high aspirations will achieve higher outcomes.</p> <p>Students experience new cultures learning outside of the classroom developing cultural capital opportunities</p> <p><b>EEF teaching toolkit:</b> Collaborative learning approaches, social and emotional learning.</p>   | 4                             |

|   |  |                |
|---|--|----------------|
| <p>Introduction of a new RGS 'SEND/targeted intervention facility'.</p> | <p><b>RGS Rationale</b> – Creating a SEND hub for students to access support and targeted intervention in order to ensure any identified needs are fully met and they have access to a full curriculum offer.</p> <p><b>EEF teaching toolkit:</b> Collaborative learning approaches, social and emotional learning.</p> <p>One to one tuition, individualised instruction.</p> <p>Group tuition – Moderate impact for low cost</p> | <p>4 and 5</p> |
|---|--|----------------|

## 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 2021 to 2022 academic year.

#### **Agreed Action 1:**

Introduction of a new Student Wellbeing Manager and associate Wellbeing Hub facility within the school for students to access support for emotional wellbeing.

#### **Estimated Impact:**

The launch of this role and facility has seen a large number of students request access for support in the 3 terms this was available for in the 2021-22 academic year. This concludes the need for this facility and the importance of its introduction to RGS.

#### **Lessons learnt:**

This has identified the need of a whole school focus/strategy for wellbeing which will be developed within the 2022-23 academic year,

#### **Agreed Action 2:**

Identifying and training of an additional Mental Health first aider within the school

#### **Estimated Impact:**

Not yet completed

#### **Lessons Learnt**

Instead of having just one additional member of trained staff, it was deemed more appropriate to look at mental health/wellbeing at a whole school level – instead identifying that the completion of the Teaching Times Wellbeing Pilot may be a more appropriate approach to approach this from a more strategic perspective.

#### **Agreed Action 3:**

Introduction of a Pupil Premium Champion

#### **Estimated Impact:**

Role launched in September 2022. This member of staff has already overseen the training of the Peer Mentors and launch of this programme which will see 30 student receiving additional support within school.

Lessons Learnt:

Further looking at ways this role can be developed into a more whole school strategic position to work alongside all other key stakeholder supporting and working with our PP students.

**Agreed Action 4:**

Easter revision schools

Estimated Impact:

Students felt supported and fully prepared for the linear examinations.

Progress for Non-PP students was – 0.83 (182 students)

Progress for PP students was - 0.41 (10 students)

PP High Attainers (-0.2) (2 students)

PP Middle Attainers (+0.81) (8 students)

Lessons Learnt:

Targeted on-going in-year support deemed to have a higher impact than one-off events during Easter. These will be used as a further means of supporting students in the lead up to external examinations.

**Agreed Action 5:**

Individual financial support for students.

Estimated Impact:

PP students were able to have access to specialist resources and extra-curricular opportunities to develop cultural capital.

Lessons Learnt:

This approach works very well and enables students to have opportunities otherwise would not be available to them. This will continue where barriers are identified that would otherwise prevent students participation within these areas.

**Agreed Action 6:**

Introduction to ClassCharts as a whole school behaviour managing approach.

Estimated Impact

The introduction of ClassCharts has seen a streamlined approach in access to key data about all students, including those that are PP within the school. This enables data tracking to identifying patterns/trends and any barriers to learning more effectively.

Lessons Learnt

ClassCharts has a variety of features which enable effective data monitoring and tracking. Some of these features we are yet to explore fully, however intend to do so within the 2022-23 academic year. Examples include 'war-board' and 'intel-events'.

**Agreed Action 7:**

Expansion of In-School Counsellor provision – now available for two full days. We have also introduced x2 student counsellor positions solely for Year 13 students over the past academic year in addition to this.

**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. Students also now have access to an in-school Student Wellbeing Manager in addition to this provision.

## 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*

| <b>Programme</b>        | <b>Provider</b> |
|-------------------------|-----------------|
| Peer Mentoring Training | Project Salus   |
|                         |                 |

## Further information

This year we intend to further develop the new Wellbeing Hub that focuses on being a base for the new Student Wellbeing Manager.

Alongside this, we will also be looking at developing a whole school 'Wellbeing Strategy' as a part of the completion of the Teaching Times Wellbeing Pilot currently being completed between 2022-23.

Alongside this, we are continuing to work 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 opportunities that students explore that they would have otherwise not had access to.

### 1 – 2021-22: Academic Achievement

| Average End of Year Grades/Scores |         |         |   |
|-----------------------------------|---------|---------|---|
| Year Group                        | Non-PPG | PPG     |   |
| Year 7                            | 0.1     | 0.05    | Worked out using conversion of - + = to -1, 0, 1 on Term 6 exam grades              |
| Year 8                            | 0.21    | 0.05    |   |
| Year 9                            | 0.08    | 0.11    |   |
| Year 10                           | P8 0.26 | P8 0.10 | Worked out using 4Matrix on research grouped for Term 4 Exams and final GCSE grades |
| Year 11                           | P8 0.78 | P8 0.31 |   |

### 2 – 2021-22: Attendance and Punctuality

| Year Group            | 2020-21 | 2020-21 | 2021-22 | 2021-22 |
|-----------------------|---------|---------|---------|---------|
|                       | Non-PP  | PP      | Non-PP  | PP      |
| % Average Attendance  | 93.5    | 92.4    | 94.69   | 94.96   |
| % Average Punctuality | 1.6     | 2.2     | 2.5     | 3.9     |