

Pupil premium strategy 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 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	989 (1178 including Sixth Form)
Proportion (%) of pupil premium eligible pupils	10.21% (101)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 <u>2023-24</u> 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Clare Brinklow
Pupil premium lead	Dan Lloyd
Governor / Trustee lead	Jo Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,738
Recovery premium funding allocation this academic year	£21,252
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	£116,990

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 to ensure all identified barriers to learning have been addressed, resulting in no attainment gap between PP students and their non-PP peers.
2	Continued concerns relating to the overall mental health and wellbeing of all students across all year groups.
3	Ability of students to have access to all of the necessary resources that they require in order to have access to the full curriculum content; 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	Overall 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	<p>Yearly data capture identifies PP students performing in line or above that of their peers.</p> <p>Student voice indicates that students feel prepared for all linear examinations</p> <p>Students achieve either at or above that of their expected predicted/target grades</p> <p>Students are able to complete all exams without interruption caused by anxiety, stress or through lack of knowledge</p> <p>PP Progress 8 levels are equivalent or above that of the rest of the cohort.</p>
Students are not adversely disadvantaged due to mental health worries or wellbeing concerns that have arisen, and receive appropriate interventions to support with any concerns that identified as barriers to learning	<p>Students feel confident in the managing and strategies in place to support their mental health.</p> <p>Students with an identifiable mental health concern are not disproportionately disadvantaged with their end outcomes</p>
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 partake 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 is in line with whole school expectations >96%.</p>	<p>Attendance of Pupil Premium students is recorded in line or above that of the wider cohort throughout the academic year.</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: £46,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD programme.</p> <p>CPD areas will cover:</p> <ul style="list-style-type: none"> - Teaching and Learning - Assessment for Learning - Knowledge and Recall - Behaviour and Attitudes - Safeguarding and Wellbeing <p>*</p>	<p>RGS Rationale – A bespoke programme of professional development that promotes outstanding teaching for learning across all levels. A clear calendar schedule in place throughout the academic year that supports the delivery across the five main areas identified.</p> <p>EEF teaching toolkit:</p> <p>Aspirations Interventions – Moderate</p> <p>Behaviour Interventions – moderate impact/low cost</p> <p>Parental engagement – moderate impact/low cost</p> <p>Feedback, very high impact based on low cost based on extensive research</p> <p>Homework – high impact based on low cost (limited evidence)</p> <p>Learning styles – low cost</p> <p>Mastery learning – high impact/low cost</p>	<p>1, 2, 3, 4 and 5</p>
<p>Pupil Premium Champion</p> <p>*</p>	<p>RGS Rationale – Regular review (termly) of student progress following each data capture, identifying gaps as and when they begin to emerge, This allows for appropriate intervention/mentoring/coaching to be applied. The highest area of negative points awarded for PP students are for non-completion of home-learning and lack of resources/equipment.</p> <p>Where gaps are identified through lack of access to additional resources – support to be implemented and a programme of weekly support check-ins to be in place to ensure on-going support is available.</p>	<p>1, 3 and 4</p>

	<p>EEF teaching toolkit – Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p>	
<p>Whole School Feedback/AFL strategy</p> <p>*</p>	<p>RGS Rationale – A well evidenced and high impact strategy.</p> <p>Regular feedback written within the whole school assessment for learning policy.</p> <p>MQL – Marking, Questioning and Literacy. First books to be marked, questioning to develop understanding/deeper thinking, Literacy – tackling misconceptions and barriers.</p> <p>Whole staff CPD throughout the academic year to further embed this at whole school level.</p> <p>SLT learning walks will focus on the embedding of this at whole school level</p> <p>EEF teaching toolkit –</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>	
<p>Whole school literacy programme</p> <p>*</p>	<p>RGS Rationale – Whole school focus on literacy and reading.</p> <p>DEAR to be a regular feature on the whole school tutor programme every other week.</p> <p>Use of reading ages to determine appropriate level of support/intervention</p> <p>Literacy lead to provide regular CPD opportunities to staff to raise the profile of reading at whole school level</p> <p>Ensuring that PP students have access to their own book to read outside of school – explore use of funding to purchase books and the set-up of a ‘book-swap’ opportunity</p> <p>EEF teaching toolkit - Effective diagnosis of reading difficulties is important in identifying possible</p>	

	solutions, particularly for older struggling readers.	
Use of five laptops to be provided to PP students to be able to support with home learning access/opportunities*	<p>RGS Rationale – Ensuring that all students have access to a device that allows them to be able to access and complete all home learning tasks</p> <p>EEF teaching toolkit – Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.</p>	

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

Budgeted cost: £28,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring for CiC students *	<p>RGS Rationale – Early identification and targeted intervention of students underperforming in core subject areas. One to one tuition to support rapid and sustained improvements in progress and attainment outcomes. Tutoring provided online through Winchmore tutors</p> <p>EEF teaching toolkit – 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
Key Stage 3 targeted intervention groups provided by the KS Leads Mathematics mentoring – KS4 *	<p>RGS Rationale – Addressing the gaps in knowledge to ensure effective intervention at an early stage. 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 2024.</p> <p>EEF teaching toolkit: EEF teaching toolkit: Group tuition – Moderate impact for low cost</p>	1
Curriculum based monitoring and targeted intervention	RGS Rationale – Increased focus of Curriculum leads having an oversight on academic performance across all year	

*	<p>groups and applying targeted intervention at the earliest opportunity – whether this be thought quality first teaching or additional opportunities provided through the department. This will allow for targeted groupings within class to be implemented and to ensure regular stretch and challenge opportunities.</p> <p>Joint book looks and learning walks (CL's and SLT) to further support this.</p> <p>EEF teaching toolkit –</p> <p>Within-class grouping (also known as within-class attainment grouping) means organising pupils within their usual class for specific activities or topics, such as literacy or mathematics. Pupils with similar levels of current attainment are grouped together, for example, on specific tables, but all pupils are taught by their usual teacher and support staff, and they usually all follow the same curriculum but at different levels of difficulty.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual financial support for students 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</i></p>	<p>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. All students to have full access to cultural capital opportunities.</p> <p>EEF teaching toolkit: One to one tuition, individualised instruction, and</p>	1, 3 and 4

<p><i>development, additional resources (stationary, textbooks, revision guides, practical resources and specialist equipment), additional music and sport lessons, transport and uniform cost.</i></p> <p>*</p>	<p>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> <p>“So many disadvantaged pupils may not have access to cultural capital, both in the home and then in their school.” (Ofsted inspection framework document)</p>	
<p>Introduction of Provision Map software at whole school level to further enhance resources/guidance for how to best support both SEND and PP students within lessons</p> <p>*</p>	<p>RGS Rationale – increased awareness of SEND/PP students and strategies to support in class.</p> <p>EEF teaching toolkit: Behaviour interventions, Opportunities for collaborative learning approaches</p>	5
<p>Whole school counselling provision – two days per week access through the in-school counsellor, plus the addition of 2 extra hours of provision specifically sourced for PP students through an additional counsellor.</p> <p>*</p>	<p>RGS Rationale - Emotional health is key to being able to fully engage with learning</p> <p>EEF teaching toolkit -(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>RGS Rationale - Students who maintain high aspirations will achieve higher outcomes.</p> <p>EEF teaching toolkit: The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	4
<p>Introduction of a new RGS ‘Student Support facility’.</p> <p>*</p>	<p>RGS Rationale – Creating a Student Support hub for students to access support and targeted intervention to support their social, emotional and behaviour needs.</p>	4 and 5

	<p>EEF teaching toolkit: 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>Introduction of a PP breakfast club between 8-8.30am in the school Wellbeing Room facility *</p>	<p>RGS Rationale – Ensuring students have access to breakfast each morning and that an opportunity exists to use computers for completing work/homework within the Wellbeing Room facility</p> <p>EEF teaching toolkit: Enrichment activities without a specific focus on learning can have an impact on attainment</p>	
<p>Whole-school wellbeing strategy *</p>	<p>RGS Rationale – Further building on from the success of the Teaching Time Wellbeing Pilot completed by the school in 2023, developing an enhanced whole school wellbeing strategy that is implements across the academic year</p> <p>EEF teaching toolkit - Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
<p>Lunchtime/after school study clubs/spaces *</p>	<p>RGS Rationale – Computer suites made available for student access every lunch time and after school as a ‘homework club’ facility, for students who may not be able to complete this at home.</p> <p>EEF teaching toolkit – Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (through providing homework clubs to pupils)</p>	
<p>Easter revision sessions *</p>	<p>RGS Rationale - There has been a significant impact in previous years and the up-lift form Mock examinations to GCSE’s has been noticeable</p>	1

<p><i>* Indicates those activities approved in the PP guidance document 'Menu of Approaches'.</i></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>	
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Total budgeted cost: £116,990

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 2022 to 2023 academic year.

Agreed Action 1:

RGS to complete the 'Teaching Times' National Wellbeing Pilot to become a gold accredited wellbeing school. – three members of staff completing accreditation.

Estimated Impact:

High level of impact – a reduction in the overall level of high-level safeguarding concerns of a wellbeing/mental health nature.

Lessons learnt:

This has been completed over the course of the academic year with RGS having received the gold award (above the silver accreditation we were aiming for) in November 2023. This has been able to be secured due to the on-going level of work that has been implemented to ensure that Wellbeing is a constant whole school focus, opposed to an isolated one-off event.

Agreed Action 2:

Introduction of a Pupil Premium Champion

Estimated Impact:

Moderate – The member of staff who took on this role was able to oversee both the whole school Peer Mentoring programme, as well as offer bespoke mentoring to identified pupils. The impact of this has been moderate.

Lessons Learnt

The role needs to have clear focus with associated targets to ensure the outcomes of any provided interventions are measurable. This is a key area to revisit and ensure that staff are able to utilise their time to offer the highest level of impact.

Agreed Action 3:

ArtsMark Award Accreditation

Estimated Impact:

The school has secured the gold Artsmark Award

Lessons Learnt:

Assessing the impact of the wider accreditation for PP students in particular.

Agreed Action 4:

Easter revision schools

Estimated Impact:

Students felt supported and fully prepared for the linear examinations.

Progress for Non-PP students was: +0.85 (188 students), 2022 for comparative: 0.83

Progress for PP students was: +0.70 (13 students) - 2022 for comparative: 0.41

PP High Attainers (+0.34) – 2022 for comparative (-0.2)

PP Middle Attainers (+0.22) - 2022 for comparative (+0.81)

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:

Continued staff development (CPD) opportunities and collaboration related to curriculum intent, impact and outcomes of PP students

Estimated Impact:

Moderate impact – whilst some sessions were able to be delivered over the course of the academic year, these were not able to be scheduled in with the regularity we would have liked (to increase overall whole school focus) due to the overall directed hours already in place for the academic year

Lessons Learnt:

Plan of action agreed in terms of the whole school calendar and directed hours for the year ahead, to ensure time is allocated for whole staff CPD opportunities for PP strategic work.

Agreed Action 6:

Whole School Feedback/AFL strategy

Estimated Impact:

Moderate – staff are all aware of this focus and are implementing this approach within the lessons (MQL)

Lessons Learnt:

Further level of quality assurance over the course of the academic year, including student voice to ensure this is consistently embedded across all curriculum areas.

Agreed Action 7:

Lunchtime study clubs/spaces

Estimated Impact:

Minimal – throughout the year the study club has been utilised by students across all year groups, however the tracking of this and the level of access by PP students in particular needs to be more closely monitored.

Lessons Learnt:

Improved level of overall tracking to support/intervention opportunities by PP students across all opportunities offered.

Agreed Action 8:

Peer Mentor Programme – launching in January 2023

Estimated Impact:

Moderate – When allocating places for these positions, an increased emphasis was placed on PP students, to allow for wider leadership opportunities. The students who were accessing the support within younger year groups found the support valuable, and sought out advice from their mentors even once the programme of support had closed.

Lessons Learnt:

On reflection, we would explore training students in Year 9 instead of Year 10 to ensure that they have a sustained period of time to utilise their skill sets before moving into their final exam year. Some students expressed their eagerness to continue offering support in Year 11, but we have decided to ensure they have sufficient time to focus on their studies in the lead up to exams.

Agreed Action 9:

Small group and one-to-one targeted support for students

Estimated Impact:

Moderate – students have seen improvements in their overall engagement and attainment due to being able to better access the wider curriculum.

Lessons learnt:

Improved tracking/monitoring of all interventions offered by both the pastoral and academic teams to monitor the overall effectiveness of these when offered.

Agreed Action 10:

Individual financial support for students decided upon on an individual basis, taking into account the needs of the student.

Estimated Impact:

Moderate - PP students were able to have access to specialist resources and extra-curricular opportunities to develop cultural capital that they otherwise may have not had access to.

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 11:

Whole school counselling provision – two days per week access.

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 have access to an in-school Student Wellbeing Manager in addition to this provision as well as a non-teaching DSL who started at the school in June 2023. Regular meetings are conducted between these teams to determine the most appropriate level of support if put into place in a timely manner for students.

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
Peer Mentoring Training	Project Salus
Private Online Tutoring for CiC students	Winchmore Tutors
Private Music tuition	Independent peripatetic teachers associated with the school

Further information

This year we intend to further develop the whole school wellbeing strategy following the school receiving the gold accreditation for the Teaching Times Wellbeing Pilot in November 2023.

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 2023-24, the ambition as a part of the three-year PP plan will be to further develop an enhanced means of tracking the individual PP support/expenditure to determine the overall effectiveness of interventions that have been used.

1 – 2022-23: Academic Achievement

Average End of Year Grades/Scores			
Year Group	Non-PPG	PPG	
Year 7	0.12	-0.02	Worked out using conversion of - + = to -1, 0, 1 on Term 6 exam grades
Year 8	0.06	0.04	
Year 9	0.17	0.16	
Year 10	P8: -0.08	P8: 0.15	Worked out using 4Matrix on research grouped for Term 4 Exams and final GCSE grades
Year 11	P8: 0.85	P8: 0.70	

Comparative Data from 2021-22 academic year as per below for reference:

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 – 2022-23: Attendance and Punctuality

Year Group	2021-22	2021-22	2022-23	2022-23
	Non-PP	PP	Non-PP	PP
% Average Attendance	94.69	94.96	95.4	95.0
% Average Punctuality	2.5	3.9	1.3	1.7