

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	Lancaster Royal Grammar School
Number of pupils in school	1261
Proportion (%) of pupil premium eligible pupils	6.3%
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	17 th December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Chris Pyle
Pupil premium lead	James Hallsworth
Governor / Trustee lead	Richard Mellon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40,110
Recovery premium funding allocation this academic year	£ 6,090
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	£ 46,200

Part A: Pupil premium strategy plan

Statement of intent

Our Hopes and Objectives for Disadvantaged Pupils

One of the core beliefs of LRGS is that our school must provide doors of opportunity that are life-changing for pupils. We provide the opportunity for all pupils to do the things they could never imagine; “from any street to anywhere”.

We have an ambitious outreach programme and ambition to further increase the number of pupils from disadvantaged backgrounds in our school. We want more pupils eligible for the Pupil Premium to apply, pass and then thrive at LRGS.

That strategy includes the Inspirus programme, financial support through the Lune Scholarship and Opportunities Fund, and changes to our Admissions Policy which gives significant priority to Pupil Premium applicants. The use of Pupil Premium funding is also focussed on the core ambitions of the school.

Pupil Premium Strategy Plan

A working group have already considered the Education Endowment Foundation’s guidance and recommendations, and we intent to adopt their three tier structure for a 3 year strategy plan:

- **Tier 1: Teaching & Learning**
 - Our Teaching & Learning Groups are leading a series of initiatives and department foci

- **Tier 2: Targeted Academic Support**
 - Interventions from Pastoral Team and Learning Support, informed by pupil information and data on CPOMS/iSams/Sisra
 - Pupils are individuals and the context of disadvantage is varying. We need to communicate this background more effectively to staff. We intend to create Pupil Premium passports – detailing why pupils are on Pupil Premium which will help teachers understand the individual, their home life and persistent themes affecting them. A continual audit of need using individual questionnaire and direct pupil/parent contact will help evaluate this impact involving the voice of the pupil and family.
 - Investing in the Learning Support Department will lead to better targeted support and outcomes. We will establish a better programme of LSA training and development. In line with this INSET time should be dedicated to raising awareness of the link between Learning Support, class teachers and HODs.

- **Tier 3: Wider Strategies**
 - **Character & Essential Life Skill:** Focus on building attitudes, skills and behaviours that support children’s learning and personal development through the Penn Resilience Programme & Values. The use of PASS Survey to be expanded to cover Years 7, 10 and L6.
 - **Enrichment:** Building back from COVID: extending learning beyond traditional academic priorities and regain extra-curricular standing following school closure. Extra-curricular registers to track attendance.

An assessment of need is informing our strategy which includes:

- an evaluation of the school's online teaching and pastoral provision over the school closures;
- an assessment of curriculum progress and gaps in learning;
- a surveying of Pupil Attitudes towards Self and School, using GL's PASS surveying tool;
- further engagement with disadvantaged families through online survey and telephone consultations in order to understand individual needs.

Challenges

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

Challenge number	Detail of challenge
1	The growing mental health issue, exacerbated by the pandemic and external services under pressure is adversely affecting aspirations and leading to greater anxiety amongst disadvantaged pupils.
2	The school are not always aware of the wider context and lived reality for some disadvantaged pupils.
3	Reading, writing and speaking like an expert in, and across, all subject areas can be challenging for disadvantaged pupils due to their potential lack of cultural stimulus, for instance in the home or during lockdowns, which we are now feeling the repercussions of.
4	The pandemic and school closures has negatively impacted on the levels of participation in enrichment activities when compared with pre-COVID levels.

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
Our anticipated outcomes are for pupils: to be able to use and apply tier 2 and 3 vocabulary with confidence in their writing and speaking, to make more meaningful links and transfer skills between subjects and across a more holistic curriculum, and a greater uptake of curriculum-based enrichment, including the borrowing of more sophisticated texts from the school library.	Curriculum assessments show confident use of tier 2 and 3 vocabulary. Audit of library borrowing shows more sophisticated texts being borrowed.
Participation in enrichment activities returns to a pre-COVID level.	All disadvantaged pupils engage in regular enrichment activities including clubs & societies and educational visits.

<p>A Senior Mental Health lead is established and a coherent provision of preventative and reactive Mental Health support is embedded.</p>	<p>Disadvantaged pupils are able to articulate strategies to support their mental health, they know where to go to access support and they are seen to do so.</p>
<p>Investing in the Learning Support Department will lead to better targeted support and outcomes. We will establish a better programme of LSA training and development. In line with this INSET time should be dedicated to raising awareness of the link between Learning Support, class teachers and HODs.</p>	<p>There is a sustain system for communicating planning needs between the Learning Support team and academic departments. Strategies for using LSAs effectively can be observed in lessons.</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: £ 9,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching & Learning Lead TLR and associated training.</i>	EEF Teaching and Learning Toolkit: Reading comprehension strategies impact score +6 Oral language interventions impact score +6	3

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

Budgeted cost: £ 33,649

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sixth Form Mentoring Programme	EEF Teaching and Learning Toolkit: Peer tutoring impact score +5	1
<i>1:1 Tuition</i>	EEF Teaching and Learning Toolkit: One to one tuition impact score +5	1, 2
<i>Homework Club</i>	EEF Teaching and Learning Toolkit: Homework impact score +5	1
<i>LSA Interventions</i>	EEF Teaching and Learning Toolkit: Teaching Assistant Interventions impact score +4	1, 2, 4

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

Budgeted cost: £ 3,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Values programme/Penn Resilience</i>	EEF Teaching and Learning Toolkit: Metacognition and self regulation impact score +7 EEF Teaching and Learning Toolkit: Social and emotional learning impact score +4	1, 4
<i>Enrichment: clubs and societies programme involvement tracking.</i>	EEF Teaching and Learning Toolkit: Arts participation +3 Physical activity +1 Extending school time +3	4

Total budgeted cost: £ 46,200

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.

Funding statement 2020-21

Lancaster Royal Grammar School received £42,640 in Pupil Premium funding during 2020-21 to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Details of Pupil Premium funding can be found here: <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Our aims in using the funding:

We use Pupil Premium funding to support the progress of disadvantaged and vulnerable pupils, by:

- Helping to close any achievement gaps by providing additional support where required;
- Ensuring that Pupil Premium students are able to access the full range of extra-curricular opportunities available in school in order to support their self-esteem and learning;
- Maintaining high levels of attendance in school by supporting Pupil Premium students with transport and uniform costs;
- Providing additional support for students facing emotional barriers to learning.

Aspects funded wholly or in part by the Pupil Premium:

- We encourage discrete spending to respond to specific opportunities and needs, and have used Pupil Premium funds to support students for example by:
- Funding Pupil Premium students to take part in the school's extra-curricular programme
- Purchasing revision guides and extra equipment for Pupil Premium students
- Commissioning additional counselling hours to support Pupil Premium students

Financial assistance is made available to buy equipment and fund opportunities to allow disadvantaged students to take part fully in school life. We offer assistance with uniform and transport costs to ensure Pupil Premium students are able to maintain excellent attendance. Pupil Premium funding has been used to ensure that students have been able to participate in a full range of extracurricular activities, promoting grit, resilience, and intellectual curiosity.

Our **Careers and Welfare Advisor** is partly funded from the Pupil Premium, spending time working with vulnerable and disadvantaged pupils and their families to help them reach their potential, planning longer term strategies for aspiration and success.

Homework Club and Peer Mentoring: funding has been allocated to staff the after school Homework Club. Led by the Mentoring Co-ordinator and supported by a Learning Support Assistant, senior students work with younger students in a quiet, supervised, and resourced working environment. This opportunity has been established each day both at lunch times and after school. This is greatly helping disadvantaged pupils and others in the school.

Senior Leaders and Pastoral Team Leaders: have an explicit remit to track and support Pupil Premium students. They take the lead in monitoring attainment trends and the social & emotional well-being of students, planning intervention, and evaluating effects.

Members of the **Learning Support Department** are available to assess and support students where and when appropriate. They work closely with the pastoral team to provide intervention for disadvantaged students.

We offer a **Student Support and counselling service** for students whose progress is effected by adverse emotional problems. We have trained a variety of teachers, support staff and boarding staff to be able to offer a listening service and to have an introductory understanding of counselling. We also offer a specific counselling service for students with more complex psychological and emotional needs.

We have invested in the **Penn Resilience Programme** which aims to improve children's psychological wellbeing thereby closing the gap and enabling them to thrive. The evaluation of the UK Resilience Programme reported:

"The quantitative work found a significant short-term improvement in pupils' depression symptom scores, school attendance rates, and academic attainment in English."

"Pupils who were entitled to free school meals ... were all more likely to experience a larger measured impact of the workshops on their depression and anxiety scores."

<https://www.gov.uk/government/publications/uk-resilience-programme-evaluation-final-report>

Progress and Attainment of the Pupil Premium Cohort

Tracking and Intervention

In order to ensure that all pupils (including Pupil Premium students) make outstanding progress we have a robust and effective programme of tracking and intervention in place which is enhanced by making reference to the performance by Pupil Premium students. The progress and achievement of all pupils is monitored throughout their schooling at key points in the academic year. Any pupil who is in need of intervention is identified and the necessary support is put in place at subject and school level. This is coordinated by Heads of Department and Heads of Year. Pupil Premium filters are used on SISRA Analytics to focus attention on the performance trends of Pupil Premium students; the tracking of Attitude to Learning grades and the recording of behaviour events allows us to monitor social and emotional development. Further analysis takes place to ensure levels of literacy are secure, especially at KS4. Any additional provision for any pupil is implemented following intervention by the SENCO. Pupil Premium students are also highlighted on the school's iSams information management system so they are clearly identifiable to members of staff through their class lists, registers and 'important lists' feature. The introduction of a 'Pupil Premium Narrative' field on iSams also allows us to record individual support for these pupils within their core record.

We expect all of our current Pupil Premium pupils to achieve at least five GCSEs at grades 9 to 4 including English and Maths. In many cases, these pupils are achieving and expected to achieve at a much higher level. We continue to monitor the attainment and progress of disadvantaged pupils, and to evaluate the impact of our Pupil Premium spending. The next pupil premium strategy review will be in December 2021.

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
Penn Resilience Programme	Bounce Forward

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service pupil premium was used to mitigate again the impact of school closures for service pupil premium families. This included purchasing IT and supporting them through 1:1 tuition and support in school during the school closure.
What was the impact of that spending on service pupil premium eligible pupils?	This reduced the potential drop off in curriculum progress and social and emotional support allowing service pupil premium pupils to maintain a level of progress with their peers.

Further information (optional)

Knowing Pupil Need

Pupils are individuals and the context of disadvantage is varying. We need to communicate this background more effectively to staff – we will create Pupil Premium Passport documents similar to Pastoral/Pupil Passports on shared area. These passports will detail why pupils are on Pupil Premium and help teachers understand the individual, their home life and persistent themes affecting them.

A continued audit of need using individual questionnaire and direct pupil/parent contact will help evaluate this impact.