



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data				
School name	Lancaster Royal Grammar School				
Academic Year	2021-22	2022-23	2023-24	2024-25	2025-26
Number of pupils in school	1261	1261	1270	1277	1295
Number of pupils in school (Years 7-11)	866	853	855	870	873
Number of pupil premium eligible pupils	56	54	65	78	74
Proportion (%) of pupil premium eligible pupils	6.3%	6.6%	8.3%	8.9%	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22; 2022-23; 2023-24; 2024-25				2025-2028
Date this statement was published	November 2025				December 2025
Date on which it will be reviewed	Strategy Concluded				September 2026
Statement authorised by	Chris Pyle				
Pupil premium lead	James Hallsworth				
Governor / Trustee lead	Doug Walker (Chair of Trustee Curriculum Committee)				

## Funding Overview

Detail	2021-22	2022-23	2023-24	2024-25	2025-26
Pupil premium funding allocation this academic year	£ 40,110	£ 39,240	£ 49,680	£69,255	£74,175
Recovery premium funding allocation this academic year	£ 6,090	£ 14,076	£ 13,248	-	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0	£ 0	£ 0	£ 0	
<b>Total budget for this academic year</b>	<b>£ 46,200</b>	<b>£ 53,316</b>	<b>£ 62,928</b>	<b>£69,255</b>	<b>£74,175</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year					

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

This next 3-year strategy builds on an evaluation of the last 4-year strategy (2021-25) which saw successes in Pupil Premium eligible pupils accessing extra-curricular provision, and a narrowing of the progress 8 and attainment 8 gap between disadvantaged pupils and peers.

Our **ultimate aim** for disadvantaged pupils is that we are able to remove the barriers of their disadvantaged and allow them to make aspirational choices about their life after Lancaster Royal Grammar School, nurturing pupils with ambition and self-worth.

The current pupil premium strategy will **work towards** a situation where these pupils thrive in lessons where adaptive teaching strategies support them to access learning, where they are taught the emotional literacy skills to manage situations and adversity, and where they are encouraged to have aspirational aims through careers education.

We also want to focus on the intersection between deprivation and additional needs which seems to exacerbate the barriers already in place, this aspect will align with our SEND strategy. Indeed a **key principles** of the strategy plan is that there is an alignment between the Pupil Premium strategy, the Teaching & Learning Strategy and the SEND Strategy.

We will base our structure and decision making on the recommended 3 tier approach along with advice from the Education Endowment Foundation.

In addition to Pupil Premium funding, the school's **Annual Fund, Lune Scholarship and Opportunities Fund** also support these aims and therefore a coordinated holistic view of these aspects of support will benefit pupils experiencing disadvantage in order to ensure the school remain inclusive and supportive for these pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The intersection between pupils disadvantaged by Pupil Premium criteria and having SEND or additional needs impacts on school attendance and engagement in a complex way.
2	Some disadvantaged pupils present with a lack of self-worth and comparing self to others. This can affect future aspirations and present as a lack of drive, ambition or intent to apply for challenging post-16 options.
3	A lack of access to resources, equipment and technologies create barriers in lessons, and a lack of a suitable quiet workspace at home makes completing homework more difficult. Some disadvantaged pupils don't have their own device or access to software and printers at home.
4	Mental Health is often a barrier to attendance and learning. Pupils need to learn strategies to deal with adversities and exam stress. Disadvantaged pupils have additional complexities making dealing with life challenges difficult.

## 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><b>Adaptive teaching practice</b> is embedded which improves inclusion for pupil premium and SEND groups. Teaching assistant deployment and interventions are targeted.</p>	<p><i>ALPS scores demonstrate that all departments are appropriately supporting the needs of their learners with SEND. All departments are, over time, maintaining or working towards positive (red) ALPS scores at GCSE and A-level for SEND groups. Departmental Quality Improvement Plans demonstrate engagement with strategies that support learners with SEND. Quality Assurance processes, both departmental and led by SLT, confirm consistency of good practice with adaptive teaching across the school. Pupil voice and book looks also confirm that pupils with SEND are supported. Staff self-evaluations confirm confidence with, and regularity of use of adaptive teaching.</i></p>
<p><b>Disadvantaged pupils have future aspirations</b> and a pathway to access the next stages of education because they have comprehensive and targeted careers support and guidance.</p>	<p><i>Disadvantaged pupils are prioritised to have early and, if needed, regular access to careers guidance. To support continuation to post-16 or post-18 pathways, all disadvantaged pupils attend at least one careers-related event per year, such as a careers fair, employer talk or university visit. Responses to Future Skills Questionnaires and reflective work in Values lessons confirm that pupils understand the different pathways, have career aspirations and know the steps needed to achieve them. All disadvantaged pupils are supported to apply for at least one appropriate post-16 and / or post-18 destination. The school's NEET rate remains well below the national average, with the aim of no pupils being in this category.</i></p>
<p>We <b>systematically remove practical barriers</b> to learning by providing equipment, technologies and space to engage in learning.</p>	<p><i>Regular audits of disadvantaged pupils' technology and equipment lead to the provision of equipment. The number of disadvantaged pupils accessing Homework Club has increased.</i></p>
<p>We have an <b>embedded Emotional Literacy Assistant (ELSA)</b> delivering interventions and oversees EBNA provision, including support for parents. Group provision/intervention has increased mental health support for Pupil Premium pupils.</p>	<p><i>School and lesson attendance for disadvantaged pupils has increased and there is an improving mental health trend as shown in attitudinal scores e.g. PASS or WEMWBS.</i></p>

## Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

<b>Academic Year</b>	2025-26	2026-27	2027-28
<b>Budget Cost</b>	£ 5,974.04 CPD/INSET/National College £2582.60 Teaching and Learning TLR £3391.44		

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Developing high quality teaching &amp; mentoring and coaching for teachers:</b></p> <p><i>Teaching &amp; Learning Lead TLR – to promote the T&amp;L strategy focusing on adaptive teaching an inclusion. National College Training Platform – used to compliment CPD across the staff.</i></p>	<p>EEF Teaching and Learning Toolkit: Feedback +6 Metacognition &amp; self regulation +7</p>	1

### Targeted Academic Support (for example, tutoring, one-to-one support, structured interventions)

<b>Academic Year</b>	2025-26	2026-27	2027-28
<b>Budget Cost</b>	£ 39,795.34 Homework Club £3,370.47 Mentoring Coordinator £3,391.44 Learning Support Assistant £27,433.43 Individual support £5,600		

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Targeted interventions</b></p> <p><i>Sixth Form Mentoring Programme – which is coordinated by a teacher, offering peer tutoring by Year 12 pupils to Year 7, 8 and 9 pupils.</i></p> <p><i>Homework Club – a supervised study provision offering support to pupils after school to help them complete homework tasks.</i></p> <p><i>Individual support – revision guide, bus pass, equipment, EV and sports travel contributions.</i></p>	<p>EEF Teaching and Learning Toolkit: Peer tutoring impact score +6 Homework impact score +5 Arts participation +3 Physical activity +1 Extending school time +3</p>	3
<p><b>Learning Support Assistant Deployment</b></p> <p><i>Development of Emotional Literacy Support Assistant – to help children recognize and manage their emotions, build social skills, and cope with challenges through one-on-one sessions or small group work, using methods like games / role-play.</i></p>	<p>EEF Teaching and Learning Toolkit: Teaching Assistant Interventions impact score +4</p>	1, 2 & 4

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

Academic Year	2025-26	2026-27	2027-28
Budget Cost	£ 28,405.90 Unifrog Platform £2748.90 Emotional Health & Counselling £9,010 Learning Support Assistant £8,599 Careers Lead, Co-ordinator and Independent Careers Advisor £8,048		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils with social, emotional and behaviour needs:</b>  <i>Emotional Health Practitioner, Counselling, EBSNA/Wyresdale House attendance provision, Learning Support Teaching Assistant Interventions – to support wellbeing and attendance - enhanced and priority support is given to pupils experiencing disadvantage.</i></p> <p><b>Supporting aspiration and attendance:</b>  <i>Unifrog (careers platform) and careers education led by school Careers Lead, involving Careers Co-ordinator and Independent Careers Advisor who gives enhanced and priority support to pupils experiencing disadvantage.</i></p>	EEF Teaching and Learning Toolkit: Behaviour Interventions +3 Parental Engagement +3 Social and emotional learning +3 Aspirational Interventions score +? Teaching Assistant Interventions impact score +4	1, 2 & 4

**Total budgeted cost: £ 74,175**

## 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 at the end of the strategy.

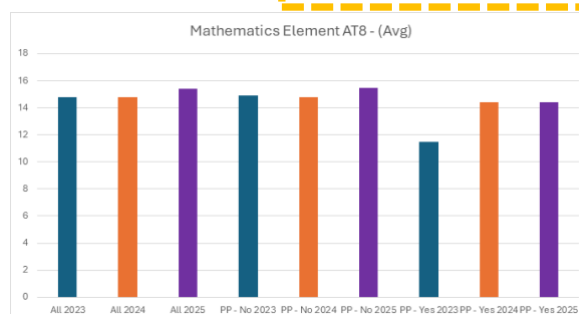
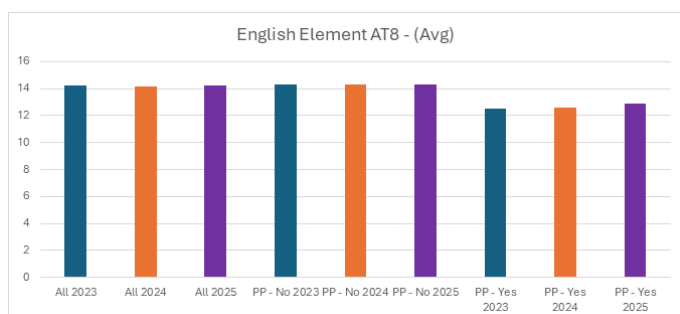
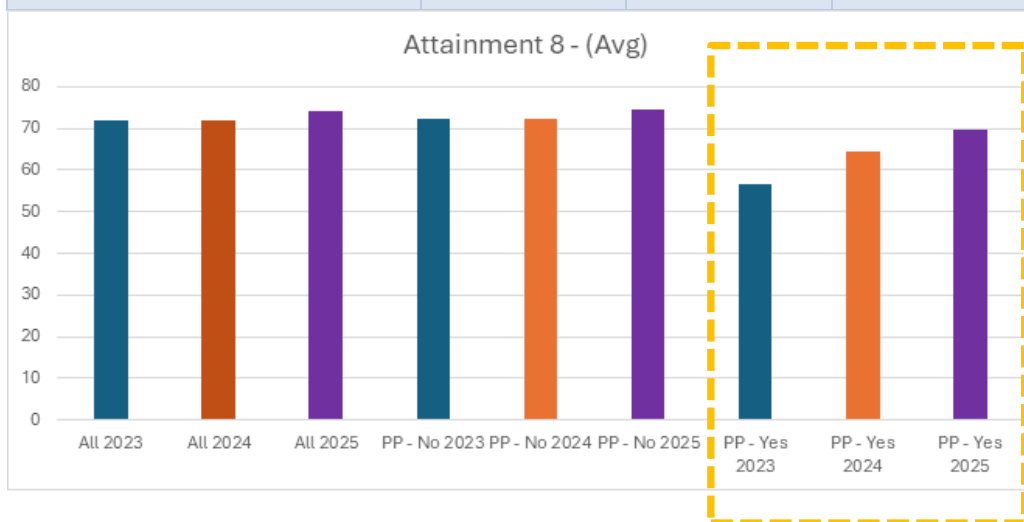
#### Outcome 1: Educational Outcomes & Literacy

GCSE outcomes data (Attainment 8 and Progress 8) show that the gap between disadvantages groups and peers is reducing. Pupil Premium pupils at Lancaster Royal Grammar School are highly likely to achieve very good GCSE outcomes.

#### Educational Outcomes Key Points - Attainment 8:

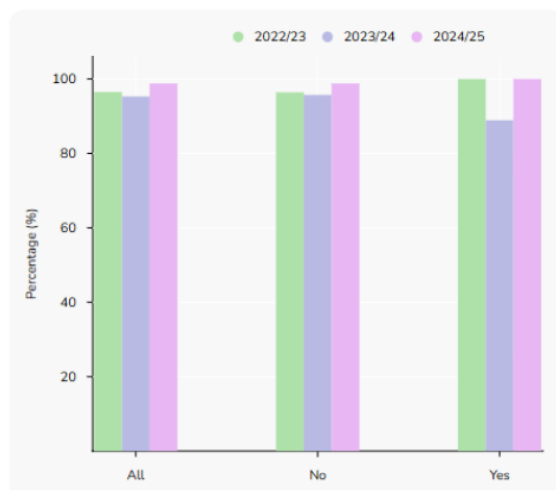
- Attainment 8 (Avg) for pupil premium pupils has improved from 56.75 (2023) to 69.67 (2025)
- English and Mathematics passes from pupil premium pupils are 100 % at grade 4+ and most are passing both at grade 5+

Attainment 8	All 2023	All 2024	All 2025
Attainment 8 - (Avg)	72.1	71.97	74.27
English Element AT8 - (Avg)	14.27	14.19	14.22
Mathematics Element AT8 - (Avg)	14.8	14.77	15.4
	PP - No 2023	PP - No 2024	PP - No 2025
Attainment 8 - (Avg)	72.47	72.39	74.53
English Element AT8 - (Avg)	14.31	14.28	14.3
Mathematics Element AT8 - (Avg)	14.88	14.79	15.45
	PP - Yes 2023	PP - Yes 2024	PP - Yes 2025
Attainment 8 - (Avg)	56.75	64.44	69.67
English Element AT8 - (Avg)	12.5	12.56	12.89
Mathematics Element AT8 - (Avg)	11.5	14.44	14.44

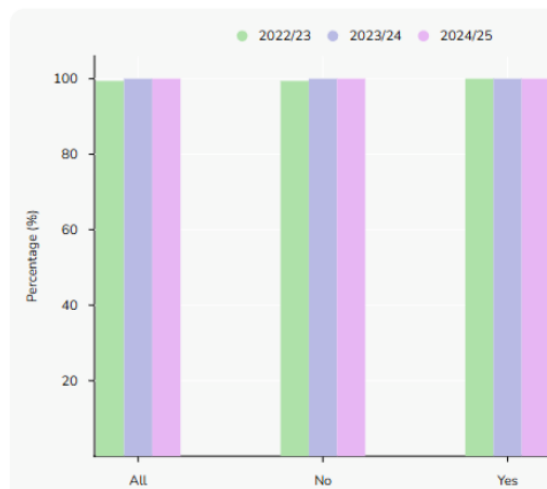


English and Mathematics passes are 100 % at grade 4+ and most are passing both at grade 5+

English & Maths Grade 5+



English & Maths Grade 4+

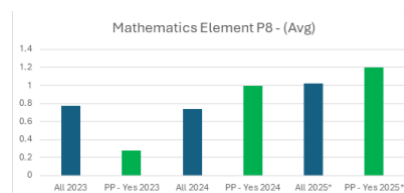
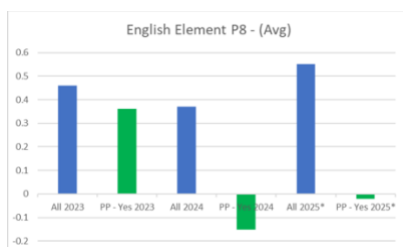
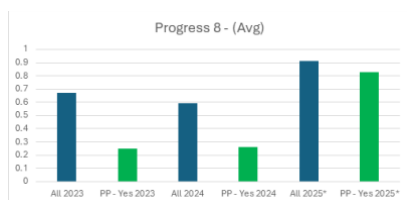


**Educational Outcomes Key Points - Attainment 8:**

- Progress 8 (Avg) for pupil premium pupils has improved from 0.23 (2023) to 0.83\* (2025)

Progress 8	All 2023	All 2024	All 2025*
Progress 8 - (Avg)	0.67	0.59	0.91*
English Element P8 - (Avg)	0.46	0.37	0.55*
Mathematics Element P8 - (Avg)	0.77	0.74	1.02*
	<b>PP - Yes 2023</b>	<b>PP - Yes 2024</b>	<b>PP - Yes 2025</b>
Progress 8 - (Avg)	0.25	0.26	0.83*
English Element P8 - (Avg)	0.36	-0.15	-0.02*
Mathematics Element P8 - (Avg)	0.28	1	1.2*

\*Note 2025 figures derived from CAT4 baseline by FFT



**Outcome 2: Extra-Curricular Involvement**

The 2023 and 2024 extra-curricular census of clubs and society involvement shows the membership of different groups of pupils. The involvement in clubs and societies by Pupil Premium pupils compares favourably with other groups indicating **they are involved in this aspect of school life in line with their peers**, and that this aspect of the strategy has been successful in helping disadvantages pupils engage in this wider aspect of school life.

		Male	Female	PP	SEN	Boarder	Total
<b>Total in group</b>	2024	1209	81	60	179	119	1290
	2023	1192	76	64	167	140	1268
<b>Members of at least 1 club</b>	2024	926	66	43	133	93	992
	2023	908	52	48	133	102	960
<b>%</b>	2024	77	82	72	74	78	77
	2023	76	68	75	80	73	76

## Outcome 4: Mental Health & Attendance

Access to 'Student Support' interventions (school counsellors and emotional health workers) was initially a problematic aspect of this strategy. A planned shift in approach and structure led to the school reducing higher level counselling provision in favour of more emotional health provision and short term interventions aimed at dealing with lower level anxiety and mental health concerns.

This increased capacity along with giving priority to disadvantaged pupils in the triage system increased the number of pupil premium pupils accessing student support services so that by **2024/25 35% of pupils accessing student support were pupil premium pupils.**

	2021/22	2022/23	2023/24	2024/25
<b>Number Year 7-11 pupils accessing student support</b>	10	6	7	23
<b>Number of PP eligible pupils accessing student support</b>	1	0	3	8

<b>School Persistent Absentee (PA) Rate</b>				
	2021-22	2022-23	2023-24	2024-25
	(% of cohort)	(% of cohort)	(% of cohort)	(% of cohort)
<b>School Roll Years 7-11</b>	<b>1265</b>	<b>1262</b>	<b>1272</b>	<b>1277</b>
<b>Number of Pupils in Years 7-11</b>	866	853	855	870
<b>Michaelmas</b>	189 (21.8%)	135 (15.7%)	98 (11.5%)	90 (10.4%)
<b>Lent</b>	167 (19.3%)	96 (11.2%)	90 (10.5%)	83 (9.6%)
<b>Summer</b>	116 (16.9%)	88 (10.3%)	91 (10.7%)	85 (9.8)
<b>DfE School Statistics (Whole Year)</b>	32.20%	28.3%%	26.7%	
<b>Number of PP Pupils</b>	<b>56</b>	<b>54</b>	<b>65</b>	<b>78</b>
<b>Number of PA PP pupils</b>	16	14	17	14
<b>% of PA PP Pupils</b>	<b>29%</b>	<b>26%</b>	<b>26%</b>	<b>18%</b>

The impact of this aspect of the mental health strategy, alongside an increase in EBSA provision and attendance interventions, has had a positive impact on school attendance widely and also specifically within disadvantaged groups.

The '**School Persistent Absentee (PA) Rate**' table shows that persistent absence (an attendance level below 90%) has dropped from 21.8% to 9.8% over the course of this strategy. It also shows that as the numbers of pupil premium pupils in the school has grown, **the levels of persistent absence in the pupil premium group has also fallen from 29% to 18%.**

## Pupil Attitude to Self and School (PASS) Surveys

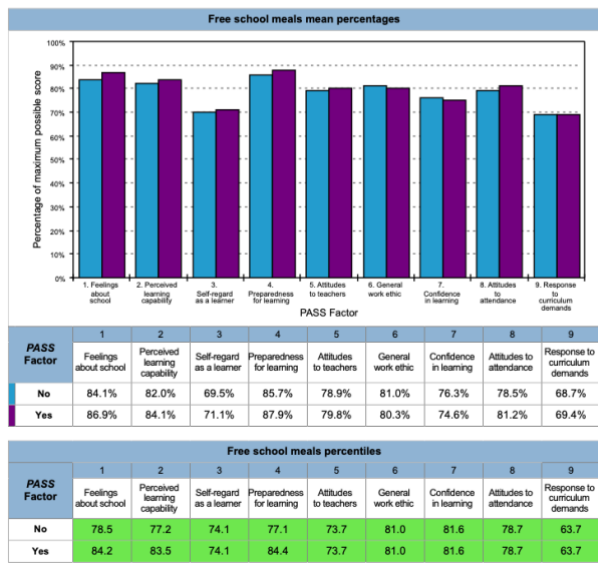
The outcomes of these attitudinal surveys support the view that the **Free School Meals (FSM) group have a positive regard to school in-line with their peers**. The graphs below show a comparison between the FSM group and peers on a number of attitudinal measures regarding themselves as learners and the school.

### Pupil Attitude to Self and School (PASS) Survey Results – Comparison between FSM and non-FSM groups:

#### Year 7

##### Level 2: Free school meals

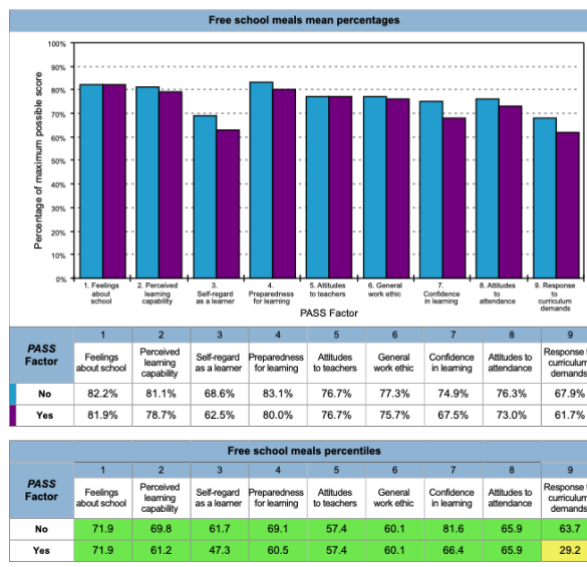
###### PASS factors analysed by free school meals



#### Year 10

##### Level 2: Free school meals

###### PASS factors analysed by free school meals



## Outcome 4: Targeted Interventions

**Homework Club & Sixth Form Mentoring** - Pupil Premium pupils access **Homework Club** at a greater level than they peers. In 2023-24 a total of 110 pupils attended Homework Club at least once, including **12 PP pupils (11% of total)**; in 2024-25 a total of 115 pupils attended Homework Club at least once, including **13 PP pupils (11% of total)**. This demonstrated that the provision is accessible and useful to pupil premium pupils. For the academic year 2024-25, 15 pupil premium pupils received **Sixth Form Mentoring** interventions **representing 13% of pupils in the scheme**, again showing this group access support at a higher rate to their peers.

**Learning Support Assistant Interventions** - the table below shows the numbers of pupil premium pupils who received targeted support from the Learning Support Department primarily through Learning Support Assistants.

	2021/22	2022/23	2023/24	2024/25
<b>Number of PP eligible pupils</b>	56	54	65	78
<b>Number of PP eligible pupils accessing LSA support</b>	12 (21%)	9 (17%)	14 (21.5%)	14 (18%)

In order to fully understand and evaluate the **targeted interventions** from the **Learning Support Department** we carried out a Learning Support Review which started in November 2024, concluding in January 2025. It was conducted using Lancashire Local Authority's [SEND Self-evaluation Toolkit \(SEND Support: Have We Got It Right?\)](#). The review included the involvement of the School's Improvement Partner, consultation with LRGS staff, surveying of parents of pupils on the SEND register, and benchmarking against national and BASS schools' data.

This report made a series of judgments and recommendations, the relevant aspects being:

- there is a clear child-centred culture and a desire to go above and beyond to provide for these children

- learning support is a central, valued and indispensable provision in the school
- parental surveys speak of a strong inclusive culture around Learning Support, and high levels of confidence reported by most parents in both the school’s teachers and the Learning Support Department
- a well-intentioned concern for pupils presenting with difficulty has led on some occasions to rudimentary assessments
- more specific assessments of need will allow the Learning Support department to deliver more meaningful targeted and specialist provision to those that need it, and for progress to be tracked more effectively
- there are examples of LSAs who adapt to meet the needs of complex children, and are able to explain progress over time, and who care about the children they support
- however, there are also some examples of LSA provision being less targeted than they could be
- clearly evidenced assessments of need are required in order to ensure our provision is always targeted
- the school should develop and embed an effective APDR system including the use of a progressive “live” document of targets, provision mapping and outcomes for disadvantaged pupils

## 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
National College Training Platform	National College
VESPA	VESPA Academy

## 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 in line with the overall pupil premium strategy and as such this is detailed in the wider strategy report.
What was the impact of that spending on service pupil premium eligible pupils?	The impact on this group is contained in the wider assessment of all Pupil Premium pupils as detailed in the wider strategy report.

## Further information (optional)

### Rationale for Extending the Strategy into a 4<sup>th</sup> Year

Whilst the school initially set out on a 3-year strategy, in September 2024 the decision was made to extend the strategy for a 4<sup>th</sup> year. The reason for this decision was primarily based on two factors. Firstly, elements of the strategy were having a positive impact specifically around the reduction of the academic gap, persistent absence and mental health provision; it was appealing to allow these promising trends to play out for another year. Secondly, the school were in a period of significant staffing change in the pastoral and Learning Support Teams which necessitated a wider review of the Learning Support Department and the targeted interventions it delivers. The school also experiences a cyber-attack in the summer of 2024 which drew a great deal of focus and resources to overcome.

The decision was made to extend the pupil premium strategy into 2024/25, allowing us to undertake a comprehensive review of Learning Support with the aim of producing recommendations for a future strategy. It made sense to postpone the development of the next 3 Year Pupil Premium Strategy to coincide with these changes. The aim therefore was that September 2025 was the time to devise and align new Pupil Premium, SEND and Teaching & Learning strategies.