



Lancaster Royal Grammar School PUPIL PREMIUM FUNDING STATEMENT 2018-19

Lancaster Royal Grammar School received £48,316.25 in Pupil Premium funding during 2018-19 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.

Dr C.J. Pyle