

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Royal School, Wolverhampton
Number of pupils in school	846
Proportion (%) of pupil premium eligible pupils	192 pupils, 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mark Heywood Principal
Pupil premium lead	Louise Hale, Angie Dent Vice Principals
Governor / Trustee lead	Steve Hawke, Vice chair Governors and Chair data, standards and achievement committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,235
Recovery premium funding allocation this academic year	£42,504 (plus school-led tutoring grant £47,304, 16-19 tuition fund £15,724)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,767

# Part A: Pupil premium strategy plan

## Statement of intent

The Royal's intention is that all pupils, irrespective of their background or the challenges they face, achieve good progress and high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We wish to ensure a level playing field for all students including redressing the gaps created by a lack of cultural capital experienced by those from low-income families. Our curriculum philosophy is based around the pedagogy of ceiling less learning allowing all students to access the curriculum whatever their starting points.

We strongly believe in developing the necessary skills and aspirations in all our learners that will enable to succeed in their chosen career path. This is not limited to academic achievement but rather nurturing the 'whole child' within our broad and enriching curriculum. This includes access for all students to our extensive after school programme.

As part of our commitment to reducing the gap between disadvantaged and non-disadvantaged learners, we will strive to build and strengthen relationships with families, further embed our tracking and monitoring of pupil groups to ensure needs are promptly addressed and develop SEMH support.

## Challenges

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

Challenge number	Detail of challenge
1	Due to COVID and school closure the gaps between disadvantaged and non-disadvantaged children have broadened in some year groups due to loss of structure in school learning and lack of parental support or English expertise at home, 41% of pupils in senior school have English as an additional language.
2	To improve quality first teaching in the classroom with a focus on improving attainment in English, mathematics and other subjects across the curriculum and improve wider middle leadership.

3	Low attainment upon entry in Y7 influenced by limited life experiences, low cultural capital, poor general knowledge and social and emotional needs.
4	Many disadvantaged pupils experience economic deprivation from the home environment.
5	Lack of experiences, enrichment activities and cultural visits unable to take place due to pandemic restrictions resulting in missed key life experiences. This has had a detrimental effect on the emotional as well as academic development of students who are unable to relate classroom experiences to real life.
6	Restrictions on daily life have increased pressure on families and children at school and home, resulting in higher occurrences of behavioural and emotional needs on pupils within school life.
7	To further improve already high levels of attendance and readiness to learn.
8	Nationally more able disadvantaged pupils do not perform as well as they should, this is also the case at The Royal School.

## 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
Embedding the tracking and monitoring of progress to ensure no gaps between disadvantaged and non-disadvantaged pupils and appropriate, timely intervention where required.	Data sharing as part of the SLT line management of subject areas show that any gaps in attainment are identified and specific teaching strategies have been adapted and deployed to meet the needs of disadvantaged pupils in the classroom to close any attainment gap.
Implementing a broad and balanced extra-curricular programme for PP students to enable replenishment of cultural capital following Covid-19.	After school programme data indicates that 100% disadvantaged pupils are participating in extra-curricular activities. Increasing amount of PP pupils are taking part in residential experiences to broaden their life experiences.
Accelerated attainment and progress in English so that disadvantaged pupils have reduced differences in outcomes.	End of year targets are met for disadvantaged pupils and there is no significant difference between disadvantaged and non-disadvantaged pupils.
Accelerated attainment and progress in maths so that disadvantaged pupils have reduced differences in outcomes.	End of year targets are met for disadvantaged pupils and there is no

	significant difference between disadvantaged and non-disadvantaged pupils.
Embed and develop middle leadership for effective monitoring and inclusion so that pupils who need support are identified early and timely, appropriate interventions implemented.	Data reports from Governors and Senior leaders show that middle leaders are effectively monitoring progress of disadvantaged pupils and intervening when necessary.
Social and Emotional Support for disadvantaged pupils to provide them with support strategies for any identified needs.	Disadvantaged pupils have access to additional support and nurture groups including school counsellor when available.

## 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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £103,672.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve academic outcomes for pupils particularly in core subjects (English, maths and science). The use of diagnostic assessments for English, maths and science through Century Learning. The outcomes can then be used to directly address any gaps in learning through adjusting programmes of study.	Diagnostic assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 3, 8
Improve teaching to further challenge more able disadvantaged pupils and improve readiness to learn. Three Lead Practitioners appointed to further develop L&T across the school. One will focus specifically to improve outcomes in maths,	Development of middle leaders to further distribute leadership across the school.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	2, 6, 7, 8

one for English and the third to support staff with challenge and classroom management strategies.		
Senior School Librarian to mentor disadvantaged pupils, produce displays to promote reading, organise book events and lead small groups of disadvantaged pupils to develop their literacy skills.	Access to key areas of wider curriculum based on literacy.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2, 3
Improve outcomes for disadvantaged pupils who have additional SEND and/or EAL needs. Senco to spend half a day per week working with and monitoring these pupils including the more able disadvantaged pupils.	Close gaps in attainment with specific time limited and research based resources and staffing to concentrate on individualised learning plans.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3, 8
Designated teacher supported by an admin officer to closely monitor the progress of LAC and PLAC pupils by leading PEPS, conducting pupil voice and observations of pupils in the classroom. Suggested teaching strategies then shared with teachers to help meet the LAC and PLAC pupils' individual needs.	Close liaison with multi-agency approach to support learning goals and reduce obstacles to progress in home setting and school based learning.  <a href="https://www.nfer.ac.uk/publications/CPC01/CPC01.pdf">https://www.nfer.ac.uk/publications/CPC01/CPC01.pdf</a>	1, 2, 6

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

Budgeted cost: £109,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the attainment of disadvantaged pupils who have EAL and/or SEND by creating small targeted groups for intervention	Develop  Development of IT literate pupils to utilise and range of platforms to reduce gaps in learning.	1, 2, 3

using Flash Academy and Lexia, nurture groups to address social and emotional needs including equine therapy.	<a href="https://flashacademy.com/educators/eal/eal-attainment-accelerating-english-proficiency/">https://flashacademy.com/educators/eal/eal-attainment-accelerating-english-proficiency/</a> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	
To provide disadvantaged pupils with high quality revision materials to help them prepare for exams.	Focus on learning styles and keywords to make learning contextual and appropriate. <a href="https://www.sec-ed.co.uk/best-practice/study-skills-effective-use-of-revision-guides/">https://www.sec-ed.co.uk/best-practice/study-skills-effective-use-of-revision-guides/</a>	1, 2, 3, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition-eef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand-eef/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 8

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

Budgeted cost: £81,832.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide our own full time counsellor in school to support the social and emotional needs of our most vulnerable pupils including disadvantaged, LAC, PLAC pupils as priorities.	School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found. <a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a>	5, 6
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	A key element in ensuring student success is regular attendance at school <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-</a>	7

<p>Staff will get training to develop and implement new procedures. Attendance officer will lead the strategies to improve attendance.</p>	<p><a href="#">attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></p>	
<p>To provide parents with support with the costs of the school uniform and transport to school to improve attendance, where required.</p>	<p>Although 90 percent of the students indicated they did not like wearing uniforms, various benefits to wearing uniforms were reported, including <b>decreases in discipline, gang involvement and bullying</b>; and increases in safety, ease of going to school, confidence and self-esteem.</p> <p><a href="https://www.unr.edu/nevada-today/news/2013/school-uniform-study">https://www.unr.edu/nevada-today/news/2013/school-uniform-study</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	4
<p>Improve enrichment opportunities for pupils and increase their cultural capital. Ensuring equality of access to a range of enrichment activities, educational visits and programmes such as D of E to support personal development.</p>	<p>The ability to access a range of experiences outside the curriculum can provide a breadth of opportunity to students which can be denied children from lower income families. Supporting students to access a range of clubs and activities can build confidence as well as increase 'Cultural Capital'.</p> <p>Social Class Differences in Family-School Relationships: The Importance of Cultural Capital : Annette Lareau</p>	3, 4, 5
<p>To provide further support for the social and emotional needs of disadvantaged pupils through the wellbeing mentor and use of the wellbeing hub.</p>	<p>As a consequence of lockdown, there has been a marked increase in SEMH needs amongst students which in turn is impacting academic progress.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p>	5, 6

**Total budgeted cost: £262,270.40**

## 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.

The data table presented below indicates that attainment and progress for disadvantaged pupils has improved over time and on an upward trajectory with the gap significantly narrowing between disadvantaged pupils at The Royal School Wolverhampton (RSW) and non-disadvantaged pupils.

	Progress 8	Attainment 8	Pupils achieving 4+ in English & maths	Pupils achieving 5+ in English & maths	Pupils achieving EBACC at 4+	Pupils achieving EBACC at 5+	EBACC APS	In education or employment for 2 terms after KS4 (2020 school leavers)
<b>RSW Disadvantaged 2022</b>	-0.04	45.4	69%	45%	21%	14%	3.8	100%
<b>RSW non- disadvantaged 2022</b>	TBC	53.78	78%	57%	16%	12%	4.52	n/a
<b>England non- disadvantaged 2022</b>	0.15	52.6	76%	57%	31%	24%	4.65	96%

Throughout school closures and periods of isolation, all pupils received high quality live lessons and resources, via Microsoft Teams. All vulnerable pupils were targeted for weekly phone calls home and provision of IT if needed. These devices are still being utilised by pupils at home. Majority of our vulnerable learners attended school and received quality face to face teaching.

Attendance: There was no significant difference in whole school attendance between disadvantaged and non-disadvantaged pupils for 2021-22, PP – 91.6% (FFT national 84.9%), Non PP – 92.8% (FFT National 91.3%).



## 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
Tuition programme for Sixth Formers using the 16-19 tuition fund	Tutor doctor
Additional tuition for Sixth Formers using the 16-19 tuition fund	

**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?	We have 6 pupils eligible for the service premium of which 5 are boarders. The extra funding has been used to support enrichment activities such as extra-curricular trips and visits in both the boarding and day school environment. We also have a team of mentors in school who are aware of who these children are and able to offer support when a family member is deployed.
What was the impact of that spending on service pupil premium eligible pupils?	100% of all service children have attended enrichment activities. Mentors have not been called upon to provide additional support in the last academic year.

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not fully funded by pupil premium or recovery premium. This includes:

- Our mandatory extended day (period 6) enrichment programme offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.
- Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We have taken part in a pupil premium review from Wolverhampton Local Authority. This gave very positive feedback on our previous plans, budgeting and spending of the pupil premium. The LA have provided CPD for the Vice Principal curriculum learning and teaching and the Deputy Headteacher of the Primary School. This has been useful in formulating our strategy and assessing its impact.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.