

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clitheroe Royal Grammar School
Number of pupils in school	812 Main School SF: 666 1476 in total
Proportion (%) of pupil premium eligible pupils	MS: 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	6.11.24
Date on which it will be reviewed	31.10.24
Statement authorised by	Miss J Renold
Pupil premium lead	Mrs L Hunter
Governor / Trustee lead	Dr H Whitehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90, 300
Recovery premium funding allocation this academic year	
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	£90,300

Part A: Pupil premium strategy plan

Statement of intent

Clitheroe Royal Grammar School is a diverse learning community which aims to further the life chances of all of our students.

Students travel to CRGS from across a wide a geographical area. Our school is ethnically, religiously and socially diverse.

Our students are drawn from a wide range of socio-economic backgrounds. In Year 11 approximately 10.7% students come from households categorised as decile 1 or 2 on the Index of Multiple Deprivation.

Our school diversity profile does not reflect its geographical location.

We believe fundamentally that our school has the ability to transform young people's lives. We offer a broad, balanced curriculum, superb pastoral support and an excellent enrichment and co-curricular programme.

Our goal is to equip all of our students with the cultural capital to succeed in the 21st century. We want them to feel confident and assured, able to communicate positively in environments and situations they will encounter in the future.

Our Pupil Premium programme aims to reduce/eliminate barriers to learning or success, to offer enrichment opportunities and to open doors for the future.

In line with the best practice approaches highlighted by the recent Social Mobility Foundation report we have always worked with every student as an individual. We do not see our Pupil Premium cohort as a homogenous group of students. Interventions and support is personalised to the individual and their circumstances. Students are part of our PP cohort but their needs, potential barriers, skills/talents and situations are unique to them.

Through targeted support, mentoring, pastoral care, high quality CIEAG and outstanding teaching we aim for students to leave CRGS as confident, well-rounded, informed and active citizens who are ready and able to pursue their chosen next steps successfully.

Challenges

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

Challenge number	Detail of challenge
1	<p>For some students, independent learning skills may need developing, e.g. organisation, revision techniques, time management.</p> <p><i>Evidence base: Penalty Point data, PP student Learning Profiles, student, parent and staff voice</i></p>
2	<p>For some students a lack of regular routines and preparation for learning, including reading at home, homework, spelling practice and having equipment for school could impact on attainment</p> <p><i>Evidence base: Penalty Point data, PP student Learning Profiles, student, parent and staff voice</i></p>
3	<p>For some students, access to enriching resources such as books and libraries may limit their linguistic development</p> <p><i>Evidence base: Y7 Literacy baseline literacy assessment data, Deprivation Data</i></p>
4	<p>Some pupils, including disadvantaged pupils have lower reading comprehension and less developed literacy skills.</p> <p>Typically, we see lower attainment levels of literacy with our new intake of Year 7 students.</p> <p>Evidence base: Baseline test completed in the first half term with the English department</p>
5	<p>Many of our PP students have not had the opportunity to access a wealth of enriching opportunities which will enhance and develop their “cultural capital”</p> <p><i>Evidence base: PP student Learning Profiles, student voice, Head of Year 1:1 PP interviews, deprivation data</i></p>
6	<p>In some cases, maintaining consistently high attendance and excellent punctuality is a concern</p> <p><i>Evidence base: MS PP absence and punctuality data (21% PA students are PP)</i></p>
7	<p>Some PP students are not able to access the extra-curricular and enrichment sessions due to their lengthy travel time to school</p> <p><i>Evidence base: Student and parent voice, travel to school area data</i></p>
8	<p>A range of competing demands on students’ time during the evenings/weekends (such as religious observance/family & caring responsibilities) impacts on their study time out of school hours</p> <p><i>Evidence base: Student/parent voice, PP learning profiles, Y13 mentoring feedback</i></p>
9	<p>Our observations and student voice feedback tells us that students and families have identified an increase in concerns regarding students’ social and emotional health (e.g. anxiety, low self esteem). This is partly driven by concerns about “catching up” lost learning and exams/future prospects and the lack of enrichment opportunities due to the pandemic. The number of pupils seeking help from pastoral staff and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical</p>

	<p>professionals) and low self-esteem. Our pastoral and counselling records show a high level of worries around family circumstances, financial issues and keeping up with school work. These challenges particularly affect disadvantaged pupils.</p> <p>Both during and after the initial school closure periods referrals for support to pastoral teams markedly increased. We have prioritised PP students for support and 1:1 and small group interventions (such as #Reframe 2)</p> <p><i>Evidence base: Vulnerability lists, R/A/B vulnerability lists, CPOMS logs</i></p>
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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
Homework- Homework seen as a relevant and key aspect of learning. Pupils regularly receive feedback on homework. Reduction in behaviour points for homework not done.	Book scrutiny shows good standards of homework which pupils regularly receive feedback on. Monitoring of behaviour points shows a reduction and no difference between disadvantaged pupils and all pup
To narrow the disadvantaged gender gap	KS4 outcomes in 2024 / 25 to show that both boys and girls achieve a positive P8
<i>Improved metacognitive and self regulatory skills among disadvantaged pupils across all subjects.</i> Students to improve their competence in revision strategies	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Assessment, observations, staff and student voice to indicate significantly improved student engagement with independent study and improved outcomes for disengaged learners
To continue to reduce the attendance gap between PP and non PP students	The attendance gap between PP and non PP students attendance to be 1% or less
The % of PP students in Years 7-8 whose commitment to learning scores are “in line with” or “above” those of non-PP students	Analysis of performance data, interim tracking, reviews by HOY.
All KS4 PP students make expected or more progress in English Language, Literature and Mathematics from KS2-4	Internal tracking and assessment data shows improvement in progress over the year as pupils improve their knowledge and understanding of the curriculum. Book scrutiny shows completed work and good curriculum coverage.

	KS4 outcomes in 2024 / 25 to show that attainment of PP learners in targeted subjects are in line with other subject areas. These subject areas are being offering targeted support via English and Maths.
The % of PP students meeting their GCSE target is the same or greater than the % of non PP meeting their targets in Y9 - 11	Analysis of tracking and performance data
<i>Improved reading comprehension and literacy skills among disadvantaged pupils across KS3.</i>	Analysis of tracking and performance. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Book scrutiny shows an improvement in literacy skills Library records show disadvantaged pupils borrow books regularly. Literacy sessions, full attendance, improved performance and reading and spelling ages above average. Use of accelerated reader
All PP Students in Year 11 progress into level 3 qualifications e.g A-Levels or apprenticeship courses	Analysis of destination data
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Improved and sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development (CPD) programme for staff focusing on active engagement and AFL	Developed from Tom Sherrington's 'Rosenshine's Principles in Action' and the publications of T Bennett, K Birbalsingh, S Cowley, G James T Johns, T McVey, P Dix, B Rogers & A Ali Ofsted Research papers (2020, 2021) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,
Professional development (CPD) programme for staff focusing on best practice research (memory/spaced retrieval/spiralling and over-learning)	Over the course of this period, all staff will be encouraged to engage with current educational research. Developed from Tom Sherrington's 'Rosenshine's Principles in Action' and the publications of T Bennett, K Birbalsingh, S Cowley, G James T Johns, T McVey, P Dix, B Rogers & A Ali Ofsted Research papers (2020, 2021) Effective Professional Development EEF (educationendowmentfoundation.org.uk) Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Professional development focusing on "Quality First" in-class teaching for PP students	Against the odds report.pdf (publishing.service.gov.uk) Turning the Page on Poverty NEU CPD delivery on engaging Disadvantaged learners	1, 2, 3, 4, 5, 6, 7 , 8, 9
Professional development session input on Equality Act	Against the odds report.pdf (publishing.service.gov.uk) Turning the Page on Poverty NEU	1, 2, 3, 4, 5, 6, 7 , 8, 9

and patterns in our data for Disadvantaged students	Toolkit The Education Endowment Foundation (walthamforest.gov.uk) CRGS internal data analysis EEF- SEND	
Professional Reading Circle: articles selected for focus on reducing barriers to learning/inequalities	Turning the Page on Poverty NEU Against the odds report.pdf (publishing.service.gov.uk)	1, 2, 3, 4, 5, 6, 7, 8, 9
Recruitment of Teaching and Learning roles TLRS	Delivery of CPD, Teaching & Learning focus group set up, Teaching & Learning channel, social media accounts. Educational materials provided for staff.	4, 5, 6, 7, 8, 9
iPads to enhance teaching and learning	To support the teaching and learning of our students with new technologies	3, 4 and 5
TES Development	Online training for teaching and support staff	1, 2, 3
Homework	The Education Endowment Report ranks homework as one of the most effective measure to improve attainment Homework EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
TA support to assist with some of our most vulnerable and disadvantaged students and enhanced pastoral support with our nurture group	Tes focus on... nurture groups in secondary schools Tes Magazine PDF) The effectiveness of nurture groups on student progress: Evidence from a national research study (researchgate.net)	1,2, 9

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

Budgeted cost: £ 16 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L Ambassadors Peer Tutoring programme	Toolkit The Education Endowment Foundation (walthamforest.gov.uk)	1, 2, 5, 6

	Peer-led tutoring approaches can be especially effective for disadvantaged pupil in helping to close gaps in their learning through support to consolidate within class learning, practice skills, and identify and overcome misconceptions. Peer tutoring EEF (educationendowmentfoundation.org.uk)	
Y12 Mentoring programme for all Main School PP students	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	1, 2, 3, 4, 5, 6, 7, 8, 9
Lunchtime support available for revision / homework every lunchtime at Main School	Student voice (PP) at CRGS <u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u> Homework penalty points are higher among PP students than non-PP students. The PP students have also requested homework support in a quiet space with access to computers, resources and staff.	1, 2, 3, 4, 7, 8, 9
Revision and Study Guide purchase for all KS4 PP students	Student voice (PP) at CRGS <u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	1, 5, 7, 8
Y11 Study Day	Previous CRGS evaluations of this event	1, 2, 5, 6, 7, 8, 9
Student Leadership Programme	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	2, 5, 7
Literacy Leaders programme	<u>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</u>	2, 3, 4,
MIDYIS diagnostic testing for maths, vocabulary, literacy skills and sequencing	Assessment data	2 & 3
Literacy Assessment for students in Y7 and 8 . purchase of spellone	Assessment data	2 & 3
Counselling services	The mental health crisis among young people, exacerbated by the pandemic, has been felt by our students. We have increased the provision of a counsellor to two days each week (the sixth form also employ this counsellor for two	9

	<p>days). We took the decision to make the counsellor available to our most disadvantaged learners on 2 days each week with students having 60 minute sessions with the counsellor on a 1:1 basis. Students in crisis are prioritised when external agencies report a long waiting list and students have between 6 and 8 sessions in a block. The counsellor provides us with detailed feedback and an impact report at the end of the block.</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of the Societies Challenge	<u>Cultural Capital Clitheroe Royal Grammar School (crgs.org.uk)</u>	7, 9
Support for individual students (e.g. visits/enrichment/extra-curricular)	<u>Cultural Capital Clitheroe Royal Grammar School (crgs.org.uk)</u> <u>Impact of the DofE - The Duke of Edinburgh's Award</u> Independent research by the University of Northampton demonstrated the impact of the D of E award on self-esteem and achievement: Impact of the DofE - The Duke of Edinburgh's Award WE aim for all PP students to achieve their Bronze Award PP students will have opportunities to participate in	1, 2, 3, 5, 9

	activities they would not normally have the chance to take part in, Enhanced SMSC opportunities and self-esteem of Year 10 PP students.	
Purchase of devices (ipads and laptops) to facilitate access to remote learning	<u>Remote education good practice - GOV.UK (www.gov.uk)</u>	1, 2, 3, 8, 9
Funding of all ingredients for KS3 & KS4 Food Preparation & Nutrition lessons	We have supported struggling families this year as rising food costs means that lower quality ingredients could be chosen which can affect the outcome. The provision by school prevents the disruption of learning and gives the PP students a greater self esteem.	7, 8 . 9
Purchase of Uniform, basic resources for stationary.	We have supported struggling families with uniform support this year – and we have allocated more funding to this than in previous years. The covid19 situation meant that we had more families struggling to purchase the uniform; uniform suppliers closed and a new uniform policy. Some disadvantaged students articulated that a lack of access to uniform was a barrier to attendance. By providing this uniform, we have ensured that a good number of our disadvantaged learners are in the building and that their learning experience is not interrupted by something so easily fixed. Provision of vouchers to Year 6 students joining us in September.	2, 8
Funding of Peripatetic lessons and music exams – we wish to offer weekly music tuition to a greater number of disadvantaged learners	According to the EEF Toolkit and the work of the Sutton Trust, Arts Participation can increase progress by 2 months. We want to encourage a greater number of disadvantaged learners to participate in musical tuition (currently 13 disadvantaged students receive 1:1 music lessons).	2,7,8,9
The provision of Edulink whole school and sixth form	Enables parents and carers to monitor progress, attendance and behaviour	6, 8, 1 and 2

CPOMS	Logging of behavioural and pastoral concerns along with safeguarding concerns	1,2, 7, 8
Student Support roles in school for EHWB of Y7-11	Increased referrals from Head of Year, parents and carers and self referral	1, 2, 3, 5, 6, 7
Supervised Study	For Y11 after school for revision / study skills	1, 2, 3, 5, 6, 7

Total budgeted cost: £ 73, 000

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 students in the 2023 to 2024 academic year.

The GCSE results for the Pupil Premium students included an average progress 8 in English of 0.17 and in Maths 0.70 which is very encouraging being above 0 meaning our PP pupils have made better progress than other young people nationally who achieved similar in KS2.

Our cohort is relatively low (however this has quadrupled in the last 5 years alone) at 12% of our student population, (according to Sutton Trust however Grammar Schools in England have a 3% proportion of Pupil Premium pupils)

The average attendance of Pupil Premium students in CRGS is 94.9% much better than the national average for PP student at 9.9%.

The attendance of Pupil Premium students is very close to the attendance of all our students:

	Year 7	Year 8	Year 9	Year 10	Year 11
<i>All</i>	98.0%	97.0%	96.2%	96.1%	95.1%
<i>Pupil Premium</i>	96.0%	95.3%	95.6%	94.2%	93.1%

The revised method of assessing student's literacy levels (Assessment for literacy) in Year 7 is much more fluid for the students to complete. All students in Year 7 and 8 will complete the Renaissance Reading assessment to gather reading age data. The high expectations at school, together with our excellent curriculum, specialised CPD programme enables Year 7 to be challenged and stretched.

100% of our Y11 Pupil Premium learners went to study A-Levels or level 3 qualifications.

Regular student and parent voice highlights that both students parents feel confident and reassured that they are given the right level of support and know where to access support.

PP learning profiles: review each year indicate that students feel more confident in exploring ways of developing their cultural capital and engagement in wider activities and extra-curricular activities.

Half termly data analysis of all student groups (inc PP) are created following interim reports by all subjects and Intervention Lists created for pastoral teams and PP lead to assess. Last year, we were able to provide most of our PP students in Y11 with a mentor and study skills sessions. The impact was very positive, with attendance improving. The overall outcomes for Y11 2023-24 are as follows with a comparison of the last public examinations:

Performance data	CRGS PP students 2019	CRGS All students 2019	CRGS PP students 2022 (7 students)	CRGS All students 2022	CRGS PP students 2023 (9 students)	CRGS All students 2023	CRGS PP students 2024 (15 students)	CRGS All students 2024
Average total A8	82.28	74.71	67	75	70.6	72.3	66.1	72.8
Average A8 points	8.28	7.47	6.7	7.5	7.06	7.23	6.61	7.28
9-5 including English and Mathematics	100%	98.3%	100%	96%	100%	97.9%	93.3%	97.3%
9-5 including English	100%	98.3%	100%	99.3%	100%	97.9%	93.3%	97.3%
9-5 including Mathematics	100%	100%	100%	96.6%	100%	99.3%	100%	100.0%
9-4 including English and Mathematics	100%	100%	100%	99.3%	100%	100%	100%	99.3%
5 Standard Passes including English and Mathematics	100%	100%	100%	99.3%	100%	99.3%	100%	99.3%
5 Strong Passes including English and Mathematics	100%	97.5%	100%	96.0%	100%	97.1%	73.3%	94.7%
Entered for EBacc	60%	83%	57%	84%	75%	79%	53.3%	73.3%
Achieved the EBacc (Standard Pass)	60%	76.7%	57.1%	77.2%	78%	67%	46.7%	71.3%

Achieved the EBacc (Strong Pass)	60%	67.5%	57.1%	67.1%	50%	49.3%	26.7%	59.3%
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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
Connect / Respect	We are with you

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?	This funding was incorporated into our wider PP budget allocation and eligible students supported as all other PP students are at a 1:1/personalised level.
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable