



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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 students in school	837 Main School SF: 664 1501 in total
Proportion (%) of Pupil Premium eligible students	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	05/11/25
Date on which it will be reviewed	October 2026
Statement authorised by	Miss J Renold
Pupil Premium lead	Mrs L Hunter
Governor / Trustee lead	H Wilson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£106,480
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	£106,480

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 12.7% of 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 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 students, including disadvantaged students 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, Accelerated Reader data</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, 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, the spread of our wider catchment area and students using scheduled buses to get home</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</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 students seeking help from pastoral staff and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical 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 students.</p> <p>We have prioritised PP students for support and 1:1 and small group interventions (such as ELSA friendship programme)</p> <p><i>Evidence base: 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
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
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 students improve their knowledge and understanding of the curriculum. Book scrutiny shows completed work and good curriculum coverage. KS4 outcomes in 2025/26 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
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.

<p>Improved reading comprehension and literacy skills among disadvantaged students across KS3.</p>	<p>Analysis of tracking and performance. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non- disadvantaged peers. Book scrutiny shows an improvement in literacy skills Library records show disadvantaged students borrow books regularly.</p> <p>Literacy sessions, full attendance, improved performance and reading and spelling ages above average.</p> <p>Use of Accelerated Reader</p>
<p>Homework is seen as a relevant and key aspect of learning. Students regularly receive feedback on homework. Reduction in behaviour points for homework not done.</p>	<p>Book scrutiny shows good standards of homework which students regularly receive feedback on. Monitoring of behaviour points shows a reduction and no difference between disadvantaged students and all students</p>
<p>To narrow the disadvantaged gender gap</p>	<p>KS4 outcomes in 2025/26 to show that both boys and girls achieve a positive P8</p>
<p>Improved metacognitive and self regulatory skills among disadvantaged students across all subjects. Students to improve their competence in revision strategies</p>	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning.</p> <p>Assessment, observations, staff and student voice to indicate significantly improved student engagement with independent study and improved outcomes for disengaged learners</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Improved and sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance at workshops – HARV Domestic Abuse support, “We are with you”, Targeted Youth Support, Emotional Literacy Support Assistant, Change talks wellbeing, Mental Health Support Team, Progressive Masculinity • qualitative data from CPOMS, student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students

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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development (CPD) programme for staff focusing on active engagement and AFL	<p>CRGS CPD Pathways curricula</p> <p>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</p> <p>Ofsted Research papers (2020, 2021) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4,
Professional development (CPD) programme for staff focusing on best practice research (memory/spaced retrieval/spiralling and over-learning)	<p>CRGS CPD Pathways curricula e.g. AI pathways on research into AI used for learning</p> <p>Over the course of this period, all staff will be encouraged to engage with current educational research.</p> <p>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</p> <p>Ofsted Research papers (2020, 2021) Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p>	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 sessions input on Equality Act and patterns in our data for Disadvantaged students	Against the odds report.pdf (publishing.service.gov.uk) Turning the Page on Poverty NEU Toolkit The Education Endowment Foundation (walthamforest.gov.uk) CRGS internal data analysis EEF- SEND	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 measures 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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T&L Ambassadors Peer Tutoring programme – Year 11 students supporting their peers in Year 11	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u> Peer-led tutoring approaches can be especially effective for disadvantaged students 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)	1, 2, 5, 6
Y12 Mentoring programme for identified Year 9 and 10PP students	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	1, 2, 3, 4, 5, 6, 7, 8, 9
Y11 Mentoring programme for all Main School Y7 PP students	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	1, 2, 3, 4, 5, 6, 7, 8, 9
Online tutoring offered to identified PP students delivered by 'My Tutor'	<u>Toolkit The Education Endowment Foundation (walthamforest.gov.uk)</u>	1, 2, 3, 4, 8, 9
Accelerated Reader	<u>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</u>	2, 3, 4
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 spell\one	Assessment data	2 & 3
Counselling services	<p>The mental health crisis among young people, exacerbated by the pandemic, has been felt by our students.</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>	9

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

Budgeted cost: £ 66,480

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

<p>Support for individual students (e.g. visits/enrichment/extra-curricular)</p>	<p>Cultural Capital Clitheroe Royal Grammar School (crgs.org.uk)</p> <p>Impact of the DofE - The Duke of Edinburgh's Award</p> <p>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 activities they would not normally have the chance to take part in, Enhanced SMSC opportunities and self-esteem of Year 10 PP students.</p>	<p>1, 2, 3, 5, 9</p>
<p>Purchase of devices (iPads and laptops) to facilitate access to remote learning</p>	<p>Remote education good practice - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3, 8, 9</p>
<p>Funding of all ingredients for KS3 & KS4 Food Preparation & Nutrition lessons</p>	<p>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 greater self-esteem.</p>	<p>7, 8 . 9</p>
<p>Purchase of Uniform, basic resources for stationery.</p>	<p>We have seen an increase in families experiencing difficulties in purchasing uniform, compounded by the closure of suppliers and the introduction of a new uniform policy. Some disadvantaged students expressed that lack of access to uniform was a barrier to attendance. By providing uniform support, we have ensured that many of our disadvantaged learners are able to attend regularly and focus on their learning without disruption from an easily resolvable issue. To further support this, uniform vouchers have been issued to all PP students during the 2025–26 academic year.</p>	<p>2, 8</p>

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
Welcome packs issued to all Y7 students which includes basic stationery	To enable all students to feel welcomed into the school and to contribute towards student wellbeing	2, 9
KS4 golden tickets	Issuing a rewards system for Years 10 and 11 during revision periods enhances their motivation for study	1, 2, 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 Emotional Health and Wellbeing 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
Signage and displays round school to support the school's inclusive ethos	Visible, consistent messaging around inclusion, belonging and where to access help supports disadvantaged pupils to feel safe, valued and confident in seeking support; aligns with <i>DfE Behaviour in Schools (2022)</i> and <i>EEF Improving Behaviour in Schools (2021)</i> , which highlight the importance of positive school climate and clear signposting in improving engagement and readiness to learn for vulnerable students.	2, 5, 6, 7, 9

<p>HARV Domestic Abuse support</p>	<p>HARV Domestic Abuse Support Targeted trauma-informed support helps pupils affected by domestic abuse to rebuild trust and emotional regulation; aligns with Operation Encompass and DfE “Working Together to Safeguard Children” (2023), with SafeLives (2020) and PHE (2021) evidence showing improved wellbeing and attendance for children experiencing ACEs.</p>	<p>9</p>
<p>“We are with you”</p>	<p>“With You” (Lancashire) – Substance Misuse & Emotional Support Specialist early-intervention support for young people at risk of, or affected by, substance misuse and associated emotional/behavioural challenges; aligns with Public Health England guidance on early help (2021) and DfE “Mental Health and Behaviour in Schools” (2023), with national evaluation evidence showing that targeted drug and alcohol support programmes reduce risk-taking behaviours and improve attendance, wellbeing and engagement for vulnerable and disadvantaged pupils.</p>	<p>9</p>
<p>Targeted Youth Support</p>	<p>Targeted Youth Support One-to-one and small-group mentoring for vulnerable learners reduces disengagement and exclusions, supported by EEF Mentoring Guidance (2021) and DfE “Behaviour in Schools” (2022) which show strong effects from consistent, trusted adult relationships.</p>	<p>9</p>
<p>Emotional Literacy Support Assistant</p>	<p>Emotional Literacy Support Assistant (ELSA) Builds pupils’ self-awareness, resilience and readiness to learn; EEF Social & Emotional Learning Toolkit shows an average +4 months’ progress, while BPS (2020) findings report improved classroom behaviour and peer relationships. The Education Endowment Foundation (EEF) and DfE’s “Pupil Premium: Effective Use and Accountability” (2023) both highlight</p>	<p>9</p>

	that embedding social, emotional, and behavioural support within school culture is key to raising outcomes and narrowing disadvantage gaps.	
Change talks wellbeing	Change Talks Wellbeing Programme Preventative wellbeing sessions develop coping strategies and self-esteem, in line with Public Health England's "Promoting Emotional Health in Schools" (2021) and DfE's Mental Health Green Paper (2017), both evidencing reduced anxiety and improved engagement.	9
Mental Health Support Team	Mental Health Support Team (MHST) Provides early access to CBT-based interventions for mild-to-moderate need; NHS/DfE MHST pilot evaluations (2023) demonstrate reduced anxiety, better attendance, and stronger collaboration between schools and health professionals.	9
Project Masculinity	Project Masculinity Gender-specific intervention promoting healthy relationships and emotional literacy in boys; Youth Endowment Foundation (2022) and PSHE Association guidance evidence reductions in aggression and improved empathy and respect.	9

Total budgeted cost: £ 106,480

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 2024 to 2025 academic year.

Attendance

The average attendance of Pupil Premium students in CRGS is 94.9% much better than the national average for PP student at 89.4%.

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
Pupil Premium	95.4%	95.0%	94.9%	94.1%	93.0%
Non-Pupil Premium	96.7%	96.6%	96.6%	95.5%	95.0%

Literacy

The revised method of assessing student's literacy levels in Year 7 is much more fluid for the students to complete. All students in Year 7 to Year 10 complete the Renaissance Reading assessment to gather reading age data. The high expectations at school, together with our excellent curriculum and specialised CPD programme, enables our Pupil Premium Students to be stretched and challenged.

Monitoring the Wellbeing Impact of Pupil Premium Interventions

Pupil Premium students are proactively identified for wellbeing support through a combination of pastoral referrals, attendance data, behaviour logs, safeguarding records, and teacher observations. Students who may benefit from targeted provision (such as HARV, MHST, ELSA, or Targeted Youth Support) are discussed in multi-agency meetings and pastoral briefings to ensure timely and appropriate allocation of resources. The impact of these interventions is monitored both quantitatively and qualitatively: attendance, exclusion, and behaviour data are reviewed each term, while CPOMS entries, and pastoral case studies capture qualitative improvements in emotional regulation, engagement, and relationships. Regular reviews between pastoral leaders, the SENDCo, and the Designated Safeguarding Lead ensure that emerging needs are identified early and that support remains responsive and effective. Trends in CPOMS reports, behaviour audits, and student voice feedback provide ongoing evidence that

targeted wellbeing interventions are having a sustained positive impact on the wellbeing, attendance, and readiness to learn of disadvantaged pupils.

Monitoring the Progress of PP students

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.

There is no progress data for Year 11 in 2024-2025 as there was no baseline KS2 data due to Covid.

Last year, we were able to provide most of our PP students in Y11 with a mentor and study skills sessions. The overall attainment outcomes for Y11 2024-25 are as follows with a comparison of the last public examinations:

Performance data	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	CRGS PP students 2025 (17 students)	CRGS All students 2025
Average total A8	67	75	70.6	72.3	66.1	72.8	70.1	74.5
Average A8 points	6.7	7.5	7.06	7.23	6.61	7.28	7.01	7.44
9-5 including English and Mathematics	100%	96%	100%	97.9%	93.3%	97.3%	94.1	96.0
9-5 including English	100%	99.3%	100%	97.9%	93.3%	97.3%	94.1	96.6
9-5 including Mathematics	100%	96.6%	100%	99.3%	100%	100.0%	94.1	98.7
9-4 including English and Mathematics	100%	99.3%	100%	100%	100%	99.3%	100.0	99.3
5 Standard Passes including English and Mathematics	100%	99.3%	100%	99.3%	100%	99.3%	100.0	99.3
5 Strong Passes including English and Mathematics	100%	96.0%	100%	97.1%	73.3%	94.7%	88.2	95.3
Entered for EBacc	57%	84%	75%	79%	53.3%	73.3%	70.6	78.5
Achieved the EBacc (Standard Pass)	57.1%	77.2%	78%	67%	46.7%	71.3%	58.8	73.8

Achieved the EBacc (Strong Pass)	57.1%	67.1%	50%	49.3%	26.7%	59.3%	58.8	66.4
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Destinations

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

Externally provided programmes

HARV Domestic Abuse support
“We are with you”
Targeted Youth Support
Change talks wellbeing
Mental Health Support Team
Progressive Masculinity