



Pupil Premium Review of 17/18

September 2018



What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') or have been in local authority care at any point. It is aimed at addressing the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

2017/18 Pupil Numbers and Funding

Year Group	Total	% of Year Group
7	52	22
8	57	25
9	43	18
10	56	24
11	37	18
PP Funding		



Year 11 Attainment and Progress

	2015/2016	2016/2017	2017/2018
Pupil Premium - number of students	51	48	36
Pupil Premium (PP) 4+ EM	51%	38%	46%
Non Pupil Premium (NPPR) 4+ EM	70%	67%	71%
Gap on Basic	19%	29%	25%
Progress 8 PP	-0.09	-0.45	-0.69
Progress 8 All Pupils	0.02	-0.02	-0.17
Gap on Progress 8	-0.11	-0.43	-0.52
Attainment 8 PP	42.07	35.8	30.0
Attainment 8 NPPR	51.81	47.9	45.8
Gap on Attainment 8	-9.74	-12.1	-15.8
Attainment 8 All Pupils	49.81	45.3	43.0
PP P8 English	-0.24	-0.68	-0.57
NPP P8 English	-0.05	-0.03	-0.09
Gap P8 English	-0.19	-0.65	-0.48
PP P8 Maths	-0.03	-0.45	-0.45
NPP P8 Maths	0.19	-0.05	0.22
Gap P8 Maths	-0.22	-0.40	-0.67

The school recognises that the gap has widened in 2017/18 and remains a whole school focus as detailed in the School Improvement Plan.



Disadvantaged pupils at Roding Valley High School commonly face the following multiple and often complex barriers to achievement:

In-School Barriers

- Weak literacy/numeracy
- Social and emotional barriers
- Poor diet and nutrition
- Poor parental engagement
- Behaviour
- Low self-esteem, aspiration and lack of resilience

External Barriers

- Poor attendance
- Lack of positive social interactions
- Mental illness
- Material poverty in terms of resources for learning, space to work at home
- Lack of academic role models

These barriers will be addressed through the following strategy. There is a projected amount of £222530 funding for pupil premium during the academic year 2018/19. The whole strategy will be fully reviewed Sept 2019; individual approaches will be under constant review to ensure successful implementation and evaluation. Half-termly grades events will trigger a review of the academic provision.



The Pupil Premium is used through a wide range of targeted interventions and whole school initiatives, both academic and pastoral, to address barriers to the achievement of disadvantaged pupils. **Below is a summary of the £237350 pupil premium expenditure in 2017/18.**

Academic Support				
Desired Outcome	Approach	Estimated Impact	Lesson Learned	Cost
Ensure all PPR pupils experience high quality teaching. Focus on PP pupils during observations, learning walks and work scrutiny.	Quality first teaching	Moderate – Gap still exists in some measures. SIP focus continues.	Quality first teaching is fundamental to success of disadvantaged pupils.	£75,000
Intense mentoring support for pupils who face barriers to learning.	Mentor / Intervention programme Tutor / YPL/ SLT	Moderate impact based on GCSE results of mentored pupils; some highly complex barriers could not be addressed.	This support needs to be in place as early as possible so to ensure positive relationships and identification of barriers.	£38,000
Short-term intense intervention for pupils who have gaps in knowledge.	Maths and English Intervention, Small group work and one-to-one clinic.	Moderate – Some improvement of GCSE results of pupils who received intervention especially in Maths.	Maths intervention model was delivered in P1 and effective, other subjects could learn from their monitoring and intervention model. It was successful where attendance was good.	
Increase numeracy, Maths attainment and mastery of key skills at KS3.	Maths Watch and PiXL Maths online software	High - percentage of PPR pupils making expected levels of progress at KS3 based on Maths Mastery testing.	Continue with approach to intervention.	£5,000
Increased reading proficiency	Accelerated Reader and Lexia programme.	High - increased reading age of pupils above national average	Current strategies for reading having positive impact.	£5,000



Behaviour, Attendance, Social and Emotional				
Desired Outcome	Approach	Estimated Impact	Lesson Learned	Cost
Identify barriers to learning and create strategies.	Hub Sessions	High - students overcame barriers that attended sessions	Effective for pupils with complex needs – earlier intervention may provide higher success rate.	£27,000
Reduce risk of exclusion and develop social and emotional skills.	External agency working with pupils at risk of exclusion YPL interventions in place Vulnerable Panel	High – PP pupils at risk of exclusion avoided permanent exclusion following social and emotional support.	Similar programmes could be used more comprehensively throughout school.	
Increase attendance	Attendance Interventions 100% attendance badge Rewards	moderate - some improvements seen	Some pupils need incentives to get to school on time given the distances some of our pupils travel. Further intervention required to maximise P1 interventions.	£27,000
Improve transition to secondary school for most vulnerable pupils.	Transition Days	Excellent impact – All school pupils made positive transition.	Very effective.	£13,000
Part-time counsellor to support pupils who are facing emotional barriers to learning.	Counselling	Moderate impact and students made progress	Ensure fairer allocation of counselling hours. Could be more proactive with some pupils who require support.	£10,000



<p>To ensure whole school behaviour is impeccable. Make sure our most vulnerable students experience a purposeful and calm learning environment.</p>	<p>Whole school behaviour improvement</p>	<p>Parent survey demonstrates an improvement in behaviour and excellent support in managing behaviour. Teacher feedback supports this too.</p>	<p>This is an area of school which must always be focused on.</p>	
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Equal Access, Material Barriers and Aspirations				
Desired Outcome	Approach	Estimated Impact	Lesson Learned	Cost
<p>All PP pupils offered free tuition. Pupils have the same opportunities of developing musical and cultural experiences as their peers.</p>	<p>Music tuition</p>	<p>moderate – all GCSE Music pupils have taken up a musical instrument and have weekly one-to-one lessons. Low- lower years</p>	<p>Learning an instrument can be very powerful in developing character and resilience. This is an opportunity which we will continue to offer to disadvantaged pupils next year but recognise further development required.</p>	<p>£10,000</p>
<p>Pupils have equal access to cultural and educational trips as their peers.</p>	<p>Educational Trips Not run on a first come basis- opportunity for all</p>	<p>moderate - PP pupils attended educational trips as appropriate</p>	<p>Promote the availability of funding to ensure pupils don't miss out. More development required</p>	
<p>Pupils feel part of the school and reduce anxieties about difference.</p>	<p>Uniform</p>	<p>High – No pupils had uniform issues which couldn't be addressed.</p>	<p>Be more proactive about providing uniform opposed to waiting for pupils to be without.</p>	
<p>Pupils have equal access to revision guides than peers.</p>	<p>Revision guides for all GCSE subjects</p>	<p>Moderate impact but vital to ensure equal opportunity and access.</p>	<p>All pupils do have access to revision guides, departments need to ensure that students collect these from finance office.</p>	



Ensure equipment isn't a barrier to learning.	Homework club (printing, resources), stationery.	Medium - Reduced barriers to learning and provides quiet time to complete H/W.	This could be promoted more as the uptake of our disadvantaged pupils could be higher.	
Encourage pupils to eat before school and complete any homework	Breakfast provision available and a place to work	Moderate - breakfast uptake is limited but the number of students on site working is more	This could be promoted more as the uptake of our disadvantaged pupils could be higher.	
All pupils access careers guidance as a priority.	Careers Guidance	NEET levels very low.	More able PP pupils would benefit from increased aspirations with their academic options.	£5,000
Provide pupils with the opportunity to develop character and grit.	Duke of Edinburgh funding enrolment and equipment	Low - 5 PP students took up the funding for DoE in Y10	Benefits of DofE need to be clearly explained to parents and pupils to increase uptake.	
Encourage a growth mindset in pupils prior to exams.	ACED programme developed to encourage students to have aspiration through their lessons	Low - PP students didn't keep step with the rest of the cohort	Increase focus on High Ability PP students so that they have greater aspirations.	