



# Pupil Premium Strategy

---

**September 2018**

**Review:** September 2019



### 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.

### 2018/19 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.





Academic					
Desired Outcome	Approach/Action	Evidence base and rationale	Successful implementation	Cost	Staff Lead
Increase GCSE progress and attainment of PP pupils to be in line with NPP pupils in school.	Targeted in-class interventions, which raise attainment.	Classroom teachers are best placed to offer appropriate intervention - Quality First Teaching( QFT )	ACED principles - CPD to be delivered on PP classroom interventions. Impact - QFT observed on learning walks and lesson observations	£14,350	SENDCo/ AHT T&L
	Maths and English intervention, small group work, progress classes and one to one.	Pupils for whom classroom intervention is not sufficient require more intense support	Regular data analysis and review of interventions- impact improved progress rankings	£74,500	Subject Leaders
	Subject level interventions – one to one and group work.	Pupils for whom classroom intervention is not sufficient require more intense support	Data analysis and appropriate intervention in subjects- impact improved progress rankings	£14,500	Subject Leaders/ YPLs
Close numeracy gaps in KS3 pupils to ensure readiness for GCSE.	Students set on entry - progress sets and Maths clinic provided for additional one to one support. PP students will be remain in the appropriate set for their prior ability and target, intervention in place for those who underachieve		Early identification of gaps in learning through internal tests. Maths Mastery - Impact improvement in progress	£5,000	Lead for KS3 Maths



	instead of moving set. Overachievement will still result in a set change.				
Close literacy gaps at KS3 to ensure readiness for GCSE.	Accelerated Reader and Lexia programmes.  DEAR (Drop Everything And Read) has had a positive impact on the reading culture of the school.	Literacy is the key building block to academic achievement, any literacy barriers must be identified early in Year 7 and intervened throughout KS3 to ensure pupils are GCSE ready.	Work English and Maths heads of KS3 and progress leaders- impact improved reading ages	£5,000	Head of English / SENDCo
	English tutor time literacy interventions.	See above.	Progress leaders and subject KS3 leaders to use data and intervene.	£7,000	Head of English/ SENDCo
Quality First Teaching	Improve retention skills for all pupils in preparation for linear exams.	Retention skills are vitally important with the new linear exam system. Pupils and staff need to learn effective methods of retention and recall.	Rota of twilight CPD sessions delivered to staff focusing evidence based effective strategies.	£1,500	AHT - Teaching and Learning
	Ensure feedback is purposeful and effective.	Feedback proven to have a significant impact on academic attainment providing it is targeted and purposeful.	Twilight CPD sessions for all staff. Close the Gap used consistently across the school	£1,500	AHT - Teaching and Learning



	Develop consistent structure of sharing good practice	Quality CPD - Coaching model to support ACED principles	Twilight CPD sessions for all staff.	£1,000	AHT - Teaching and Learning
	Pearson Progression Service - increased focus and rigour of KS3 assessments.	Consistency across assessment and evidence that PP students are supported and intervened with across the curriculum.	Effective assessment strategy implemented for Core/EBacc subjects at KS3	£2,000	DHT Progress/AHT Raising Standards



<b>Behaviour, Attendance, Social and Emotional</b>					
<b>Desired Outcome</b>	<b>Approach</b>	<b>Evidence Base and Rationale</b>	<b>Successful Implementation</b>	<b>Cost</b>	<b>Staff Lead</b>
To identify complex barriers to learning and create strategies for pupils at risk of exclusion.	Vulnerable Panel to liaise over pupils with complex needs and refer to the Hub Manager. Earlier intervention of students needed to maximise impact.	Some pupils require expertise to identify significant barriers or to enable an EHCP application.	Deputy Head and Progress Leaders to identify swiftly pupils at risk of exclusion.	£29,000	DHT: B&S / AHT: SW SENDCo
To ensure whole school behaviour is impeccable ensuring all students experience a purposeful and calm learning environment.	Whole school behaviour improvement through embedding of PAL policy and positive environment.	Low level disruption can have a significant effect on the learning of vulnerable pupils; this must not be tolerated.	SLT and whole school monitoring and intervention with individual classes and pupils who present negative behaviour. Character and Culture programme introduced.		DHT: B&S / AHT: SW
To create positive behaviour change in pupils whose behaviour is a barrier to learning.	Deliver behaviour management programme to staff. Refer to Vulnerable Panel as needed	Some pupils require structured behaviour change programme to address social and emotional barriers to learning.	Embed programme and review effectiveness. YPL intervention programme.		DHT: B&S / AHT: SW HUB
Improve PP attendance	Progress leaders work proactively to intervene swiftly with poor attenders.	National data on attendance and achievement.	Progress leaders to meet with Deputy Head to discuss intervention. SLT intervention programme.	£29,000	DHT: B&S



Improve PP Punctuality	Progress leaders intervene with those who turn up late to school	Poor attendance for registration and P1. Evidence from P1 intervention in Year 11 last year	Improved attendance at P1		YPLs
Reduce persistent absence of PP pupils	Early intervention with pupils whose attendance was weak last year.	Internal data shows bespoke intervention improves attendance of PA pupils.	Progress leaders to meet with Deputy Head to discuss intervention.	£3,000	DHT: B&S
Improve social and emotional skills of pupils at risk of exclusion.	External agencies working with pupils at risk of exclusion.	Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions.	Deputy Head. AHT and progress leaders to identify and refer pupils through VP system.		Progress Leaders
To secure smooth transition to secondary school for most vulnerable pupils.	Thorough transition programme run by Year 7 progress leader.	It is vital that transition lead goes to every primary school to gather information on pupils and potential barriers to learning.	Year 7 progress leader to use information gathered from primary school to identify support required.		Year 7 Progress Leader
Remove mental health barriers to learning.	Continue to Employ counsellor to support pupils who are facing emotional barriers to learning. Ensure fair allocation and access to this provision for those who need it.	Mental health is increasingly affecting pupils' progress and attendance. School counsellors, whilst rarely the answer to difficulties, can offer emotional support and methods of building resilience.	Progress leaders to make referrals to DHT/AHT and Vulnerable Panel	£10,000	Progress Leader



Equal Access, Material Barriers and Aspirations					
Desired Outcome	Approach	Evidence Base and Rationale	Successful Implementation	Cost	Staff Lead
Increase engagement and cultural capital of disadvantaged pupils.	PP pupils are offered music tuition on an instrument of their choice if appropriate or desired. Target to increase numbers from previous year.	Some pupils don't have the opportunity to learn an instrument of their choice or play in an orchestra, such opportunities can create different avenues in life.	Head of music to lead programme.	£10,000	Head of Music
Ensure equal access for educational experiences.	Educational trips funded.	It is important that pupils have equal access to all educational opportunities.	PP students access a greater number of opportunities.		Edu. Visits, Coord
Make sure all pupils feel included and physically part of the school.	Fund uniform and PE kit as appropriate. PTA run second hand uniform shop and discuss with Forest Casuals a way to offer a discount for PP students.	Limited impact but vital for inclusion and well-being.	Form tutors, Progress Leaders, and PE dept.		AHT: SW
Ensure pupils have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Basic resources such as revision guides should be accessible to all pupils. Previous GCSE results demonstrate the effectiveness of this.	Subject leaders to organise revision guides for pupils.		Subject Leaders/ Progress Leaders
Ensure equipment and nutrition aren't barriers to learning.	Homework club (printing, resources), stationery, Breakfast available, 50p a day additional given to all FSM students above the funded amount. School policy to keep	Homework clubs, extended school day.	No PP student hindered by lack of equipment or poor nutrition		Progress Leaders



	food cheap (main meal for 1.75 a day)				
Increase resilience of pupils at KS4.	Provide opportunities for year 10 pupils to participate in the DofE. Higher uptake than previous year.	Resilience is best learned through experience. We believe that the DofE award is one of the best ways of developing such resilience.	Year 10 progress leader and DofE leader to ensure high uptake of DofE.	£2,500	DofE Lead
Increase proportion of PP pupils progressing to sixth form study.	Director of Sixth-form run programme to increase aspirations with KS4 pupils.	All pupils have high aspirations but not all pupils know what high achievement looks like or how to achieve their best. This programme will ensure pupils are aware of options and that they make an informed and aspirational choice about their future.	Sixth-form pastoral member to arrange group work and one-to-one meetings with PPR pupil throughout year.	£1,000	Director of Sixth Form

**Success Criteria**

1. No in school gap in attainment between PP and NPP
2. Positive Progress 8 figure for PP pupils
3. Removal of literacy barriers for PP pupils at KS3
4. Most able PP pupils achieve in line with their peers
5. Attendance of PP pupils is 96%



SECOND DOCUMENT

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.**

<b>Academic Support</b>				
<b>Desired Outcome</b>	<b>Approach</b>	<b>Estimated Impact</b>	<b>Lesson Learned</b>	<b>Cost</b>
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
To ensure whole school behaviour is impeccable. Make sure our most vulnerable students experience a purposeful and calm learning environment.	Whole school behaviour improvement	Parent survey demonstrates an improvement in behaviour and excellent support in managing behaviour. Teacher feedback supports this too.	This is an area of school which must always be focused on.	

Equal Access, Material Barriers and Aspirations				
Desired Outcome	Approach	Estimated Impact	Lesson Learned	Cost
All PP pupils offered free tuition. Pupils have the same opportunities of developing musical and cultural experiences as their peers.	Music tuition	moderate – all GCSE Music pupils have taken up a musical instrument and have weekly one-to-one lessons.  Low- lower years	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.	£10,000
Pupils have equal access to cultural and educational trips as their peers.	Educational Trips Not run on a first come basis- opportunity for all	moderate - PP pupils attended educational trips as appropriate	Promote the availability of funding to ensure pupils don't miss out. More development required	



Pupils feel part of the school and reduce anxieties about difference.	Uniform	High – No pupils had uniform issues which couldn't be addressed.	Be more proactive about providing uniform opposed to waiting for pupils to be without.	
Pupils have equal access to revision guides than peers.	Revision guides for all GCSE subjects	Moderate impact but vital to ensure equal opportunity and access.	All pupils do have access to revision guides, departments need to ensure that students collect these from finance office.	



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.	