

## **Sir William Romney's School**

### **Pupil Premium Evaluation 2018-19**

Number of students on roll (Sept 2017)	441
Number of students who qualify Pupil premium funding (Jan 2016)	Ever 6 FSM - 87 Looked After Child - 3 Service personnel - 1
Funding per student	£935 (FSM Ever) £300 (Ever 5 SC) £2,300 (Looked after)
Total Pupil Premium Grant 2018-19	£88,545

### **Profile and Barriers to Learning**

Sir William Romney's School is a small rural comprehensive school. Students come from a large catchment area, many get to school by bus. The area contains a large number of selective and fee-paying schools. This affects the cohort of the school. The school is under-subscribed and has been for a number of years, although numbers are rising rapidly. This means that we have a large number of mobility students, many of which are PP. Many of these students have come to us from other schools on managed moves, or because of permanent exclusions. Others have come to us from other schools due to unhappiness due to bullying, etc. Despite its rural location and affluent appearance, the catchment contains areas of significant financial deprivation.

Our PP students typically have one or more of the following barriers to learning:

- A financially deprived background.
- A background of low social mobility or aspiration.
- A home without a quiet place to work.
- A home with no or limited internet access.
- A home with limited literary resources.
- Low self-esteem.
- Low aspiration.
- Low prior attainment.
- Low literacy skills.
- Poor social skills.
- One or more school moves.
- Limited access to transport affecting access to extra-curricular activities.
- Limited access to cultural experiences or foreign travel.

Resource	Funding	Description	Intended outcomes	Impact
PP Leadership	£8,000	Extended senior leadership time (part funded by Pupil Premium) for tracking, monitoring and coordination intervention for PP, upper and mobility students.	Identified Pupil Premium students' progress tracked and intervention coordinated across the curriculum. Identified students make at least expected progress (compared to national averages). Access to extra-curricular opportunities is at least as good as the rest of the cohort.	<ul style="list-style-type: none"> <li>• P8 score (2019) for disadvantaged students [14 in number] was -0.2. The national average for non-disadvantaged students in 2018 was +0.13.</li> <li>• While P8 outcomes for students in 2018 were +0.24, in terms of prior attainments the progress of our 2019 disadvantaged cohort is comparable to 2017 who achieved a P8 score of -0.31.</li> </ul>
Additional staffing	£22,500	Additional staffing in English, maths and science. In total 41 teaching periods are allocated across the three core subjects. This guarantees our commitment for smaller group sizes across predominantly KS4 core subjects.	Enabling disadvantaged students to be in smaller classes ensuring that they have more support in lessons.	<p><b>Internal (4Matrix) Science PP P8:</b></p> <ul style="list-style-type: none"> <li>• Trilogy Science: -0.18 (10 students)</li> <li>• Biology: +0.11 (3 students)</li> <li>• Chemistry: -0.23 (3 students)</li> <li>• Physics: -0.56 (3 students)</li> </ul> <p><b>DfE Table Checking PP P8:</b></p> <ul style="list-style-type: none"> <li>• English Element: -0.16</li> <li>• Maths Element: -0.40</li> <li>• Ebacc Element: +0.14</li> <li>• Open Element: -0.42</li> </ul>
Literacy and social skills intervention	£4,200	Intervention groups to enable small groups to access Achieve 3000 literacy and social skills programs. Creation of a Year 7 'working towards expectations' class that focuses on specific literacy interventions.	Small groups withdrawn from lessons and given additional key skills in literacy. Students will get fewer penalty points, detentions and sessions in the focus room.	<p>Reading (RA) and comprehension ages (CA) for students receiving specific intervention:</p> <p><b>Student A:</b>  RA: 7.06 (12/9/18)  RA: 9.00 (20/03/19)  CA: 8.01 (12/09/18)  CA: 10.01 (20/03/19)</p> <p><b>Student B:</b>  RA: 8.04 (14/9/18)  RA:10.04 (24/4/19)  CA: 7.04 (14/9/18)  CA: 11.04 (24/4/19)</p> <p><b>Student C:</b>  RA: 9.00 (5/11/19)  RA: 12.04 (4/3/19)</p>

				CA: 11.08 (5/11/19) CA: 12.10 (4/3/19) <b>Student D:</b> RA: 7.02 (20/12/19) RA: 9.02 (17/9/19) CA: 7.02 (20/12/19) CA: 9.04 (17/9/19)
Learning Managers	£20,000	Learning managers (part funded by Pupil Premium) track PP students' attitude to learning, identify barriers and coordinate intervention to remove them.	Enabling a thorough (no stone unturned) approach to tracking, monitoring and intervening with underachieving disadvantaged students of all ages.	<ul style="list-style-type: none"> <li>• 2018/19: 50% of all FTE sessions were Pupil Premium students (slightly higher than the percentage in 2017/18).</li> <li>• The one PEX that was completed in 2018/19 was a Pupil Premium student who had not responded to our graduated pathway of behaviour interventions and responses.</li> </ul>
School Welfare Officer	£9,800	The School Welfare Officer (part funded by Pupil Premium) focuses on improving the attendance of PP and mobility students below a 95% threshold. This involves leading AIM meeting, home visits and supporting students and their families.	The attendance and punctuality of PP and mobility students will improve and the gap with peers reduces.	Please refer to attendance data (below)
Phoenix Room	£7,300	The staffing costs for the Phoenix Room are, in part, funded by the Pupil Premium. This has allowed the school to double-staff for one day a week.	This confidential service continues to work with students with a variety of complex barriers to learning.	<ul style="list-style-type: none"> <li>• 38% of all students supported by our Phoenix Room were disadvantaged/Pupil Premium students.</li> </ul>
Inclusion Worker	£12,500	Inclusion workers continue to address behaviour related issues to lower the rate of exclusions in the school and for PP students in particular.	The number of fixed term exclusions (including repeat exclusions) reduces across the whole school and Pupil Premium exclusion rates become in line with their peers.	<ul style="list-style-type: none"> <li>• Please refer to attendance and attitude learning data below.</li> </ul>
Educational trips	£1,000	FSM students are assisted with the costs of educational trips and other visits including residential trips abroad. For residential trips this	Continue to provide Pupil Premium students with 'cultural capital' and opportunities to enrich their curriculum and learning experiences.	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Parent voice</li> <li>• Progress in related subjects</li> </ul>

		amounts to up to £50 per student and for other visits half the cost is paid for.		
Interventions budget	£3,500	Targeted support as required: 1 to 1 tuition, transition activities, revision aids, counselling, uniform/PE kit, dinner club, DT resources, transport etc.	To be used to remove barriers to learning, including purchasing uniform, equipment and revision resources.	<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Parent voice</li> <li>• Progress in related subjects</li> </ul>

### Profile of Pupil Premium in Y11 2017 to 2019

	2017 PP Student Cohort	2018 PP Student Cohort	2019 PP Student Cohort
Prior Attainment Group	Number (Total cohort 26)	Number (Total cohort 7)	Number (Total cohort 13)
Low (below average L4 at KS2)	8	1	6
Middle (average of L4 at KS2)	10	5	4
High (average of L5 at KS2)	4	1	3
No prior attainment	4	0	0

### Attendance of Pupil Premium Students September 2018 to July 2019

	Non-Pupil Premium	Number of pupils in Non PP group	Pupil Premium	Number of pupils in PP group
<b>Term 1</b>	96.47%	344	95.1%	101
<b>Term 2</b>	95.87%	350	93.49%	101
<b>Term 3</b>	95.69%	354	92.93%	101
<b>Term 4</b>	95.59%	351	92.67%	108
<b>Term 5</b>	95.63%	342	92.52%	106
<b>Term 6</b>	95.72%	284	92.35%	96

Exclusions: September 2018 – August 2019

		Fixed Term Exclusion as % Sep 18–Dec 18	Students with 2 or more fixed term as % Sep 18–Dec 18	Permanent Exclusion as % of pupil group Sep 18–Dec 18	Fixed Term Exclusion as % Sep 18–Apr 19	Students with 2 or more fixed term as % Sep 18–Apr 19	Permanent Exclusion as % of pupil group Sep 18–Apr 19	Fixed Term Exclusion as % Sep 18–Aug 19	Students with 2 or more fixed term as % Sep 18–Aug 19	Permanent Exclusion as % of pupil group Sep 18–Aug 19
<b>All Pupils</b>		3.27 (13)	0.25 (1)	0.00 (0)	5.78 (23)	1.26 (5)	0.25 (1)	8.79 (35)	2.01 (8)	0.25 (1)
<b>Pupil Premium</b>	PP (95)	5.26 (5)	0.00 (0)	0.00 (0)	10.53 (10)	2.10 (2)	1.05 (1)	17.89 (17)	4.21 (4)	1.05 (1)
	Non PP (303)	2.64 (8)	0.33 (1)	0.00 (0)	4.29 (13)	0.99 (3)	0.00 (0)	5.94 (18)	1.32 (4)	0.00 (0)

## Impact on Student Outcomes

	Y11 2018 Pupil Premium (Sir William Romney's School)	National Benchmark 2018	Y11 2019 All Students (Sir William Romney's School)	Y11 2019 Pupil Premium (Sir William Romney's School)
<b>All PP</b>	<b>8 students</b>			<b>13 students</b>
Progress 8	+0.23	+0.13	+0.10 (validated)	-0.2 (validated)
English P8	+0.21	+0.11	-0.10 (validated)	-0.16 (4Matrix)
Maths P8	-0.06	+0.12	-0.16 (validated)	-0.4 (4Matrix)
EBACC P8	+0.35	+0.14	+0.44 (validated)	+0.44 (4Matrix)
Open P8	+0.32	+0.12	+0.06 (validated)	-0.25 (4Matrix)
<b>Low PA PP</b>	<b>1 students</b>			<b>6 students</b>
Progress 8	+1.36		+0.06 (validated)	-0.09 (4Matrix)
English P8	+1.56		+0.53 (4Matrix)	-0.19 (4Matrix)
Maths P8	+1.46		+0.49 (4Matrix)	-0.44 (4Matrix)
EBACC P8			+0.44 (4Matrix)	+0.59 (4Matrix)
Open P8			-0.05 (4Matrix)	-0.47 (4Matrix)
<b>Middle PA PP</b>	<b>5 students</b>			<b>4 students</b>
Progress 8	-0.43		+0.04 (validated)	-0.54 (4Matrix)
English P8	-0.82		-0.15 (4Matrix)	-0.84 (4Matrix)
Maths P8	-0.39		-0.16 (4Matrix)	-0.41 (4Matrix)
EBACC P8			+0.54 (4Matrix)	-0.58 (4Matrix)
Open P8			+0.16 (4Matrix)	-0.39 (4Matrix)
<b>High PA PP</b>	<b>1 students</b>			<b>3 students</b>
Progress 8	+2.41		+0.18 (validated)	+0.26 (4Matrix)
English P8	+2.92		-0.15 (4Matrix)	+0.81 (4Matrix)
Maths P8	+0.21		-0.15 (4Matrix)	-0.32 (4Matrix)
EBACC P8			+0.57 (4Matrix)	+0.19 (4Matrix)
Open P8			+0.21 (4Matrix)	+0.36 (4Matrix)

**Impact of mentoring for identified Y11 GCSE PP students (SLT member and inclusion support)**

	<b>Interim 1 (P8)</b>	<b>Interim 2 (P8)</b>	<b>Interim 3 (P8)</b>	<b>Actual (P8)</b>
<b>Student A</b>	-0.1	-0.41	-0.32	-0.82
<b>Student B</b>	-0.61	-0.89	-0.9	-1.5
<b>Student C</b>	+0.04	-0.38	+0.41	+0.31
<b>Student D</b>	-0.35	-1.25	-0.66	-0.36
<b>Student E</b>	-0.69	-0.76	-0.58	-0.68
<b>Student F</b>	-0.06	-0.14	-0.15	-0.25
<b>Student G</b>	-0.11	-0.09	+0.10	-0.10
<b>Student H</b>	-0.52	-1.08	-0.55	-0.50
<b>Student I</b>	-1.12	-1.00	-0.61	-0.81

**Impact of inclusion strategies and support mentoring across all year groups:**

**Average Attitude to Learning Scores 2018-19 (lower value shows better attitude to learning)**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>PP Interim 1</b>	1.85	2.19	2.14	2.1	2.2
<b>Non-PP Interim 1</b>	1.85	2.06	2.16	2.1	2.2
<b>PP Interim 2</b>	1.79	2.10	2.03	2.1	2.1
<b>Non-PP Interim 2</b>	1.78	2.08	2.03	2.1	2.1
<b>PP Interim 3</b>	1.72	1.97	1.98	2.1	2.1
<b>Non-PP Interim 3</b>	1.72	1.95	1.98	2.1	2.1
<b>PP Interim 4</b>	1.71	1.97	2.00	2.1	n/a
<b>Non-PP Interim 4</b>	1.71	1.96	1.99	2.1	n/a
<b>PP Year Average</b>	1.77	2.05	2.04	2.1	2.13
<b>Non-PP Year Average</b>	1.76	1.80	2.04	2.1	2.13

### **Impact of Achieve 3000 (Literacy and social interaction with inclusion support mentor)**

A group of Year 9 students were identified as having low levels of literacy and engagement to school as significant barriers to learning. A bespoke literacy package (Achieve 3000) was bought and then delivered to these students throughout the year by our inclusion support mentor. The impact below evidences average attitude to learning and homework scores across four interims in 2018/19 academic year.

<b>Interim 1</b>	<b>Interim 2</b>	<b>Interim 3</b>	<b>Interim 4</b>
2.50	2.43	2.45	2.31

All students' attitude to learning and homework are assessed across four interims across the year (1 being excellent and 4 very poor). Therefore, a lower average score indicates higher levels of engagement with literacy and learning. Students in this group evidenced an improvement of +0.19 in their overall attitude to learning and homework averages.

Qualitative evidence has also indicated that this group displayed positive levels of engagement across the school. For example, students organised, promoted and led a book fair across an entire week which displayed growing levels of confidence and pride in the achievements.