**Sir William Romney’s School**

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| **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 - 87Looked 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.

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|  **Resource**  | **Funding**  | **Description**  | **Intended outcomes** | **How impact is to be measured** |
| 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. | * Progress of students in identified cohorts to be tracked and monitored across interim data points by senior leaders and governors.
* Percentage of underachieving Pupil Premium students will reduce as class based intervention will demonstrate clear progress.
* Attitude to Learning grades will significantly improve for identified Pupil Premium students.
* Participation in extra-curricular activities will be logged.
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| 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.  | * Progress over time as indicated by interim data points to be monitored by Senior Leader for ‘Closing the Gap’ and Leaders of Learning in the Core subjects.
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| 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. | * Progress over time as indicated by interim data points to be monitored by Leaders of Learning in the Core subjects.
* Number of penalty points, detentions and sessions in the focus room will be logged and monitored.
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| 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. | * Attitude to Learning data evidences positive impact as a result of addressing Pupil Premium students’ individual barriers to learning.
* Academic progress of Pupil Premium students is tracked and monitored across interim data points.
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| 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. | * Half-termly attendance statistics will evidence Pupil Premium attendance closing the gap with peers.
* Pupil Premium and mobility students below 95% threshold will be tracked, monitored and strategies measured for evidence of impact.
* Attendance gap between Pupil Premium students and peers measured by senior leaders and governors.
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| 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.  | * Half-termly attendance statistics.
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| 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. | * Progress over time as indicated by interim data points to be monitored by Senior Leader for ‘Closing the Gap’ and Leaders of Learning in the Core subjects.
* Monthly analysis of fixed term exclusions and repeat exclusions.
* Attitude to Learning tracked and monitored.
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| 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 amounts to up to £50 per student and for other visits half the cost is paid for.  | Continue to provide Pupil Premium students with ‘cultural capital’ and opportunities to enrich their curriculum and learning experiences. | * Student voice
* Parent voice
* Progress in related subjects
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| 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. | * Student voice
* Parent voice
* Progress in related subjects
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