



## Pupil premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	December 2016	Date of next pupil premium review:	May 2020
Total number of pupils:	492	Total pupil premium budget:	£107,620
Number of pupils eligible for pupil premium:	113 (23% of cohort) (28% are FSM)	Amount of pupil premium received per child	
		Ever 6 FSM rate	£935
		Ever 6 Service Child	£300
		Post-Lac	£2300

## Strategy Statement

### 1) What has worked well?

- **Literacy intervention (Achieve 3000) delivered by our Inclusion Support Worker has been targeted an identified cohort of students with literacy and social interaction barriers.** Through this 4 hour per fortnight intervention, students have demonstrated quantitative progress and confidence in their literacy. The impact (below) evidences identified students' average attitude to learning and homework scores across the 18/19 academic year:

**Interim 1: 2.50**

**Interim 2: 2.43**

**Interim 3: 2.45**

**Interim 4: 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. The same cohort of students have also demonstrated qualitative progress in their self-esteem and leadership skills. For example, this was demonstrated by this group of students organising and leading the school book fayre throughout a week in June 2019.

- **Our Inclusion Support worker continues to provide both group and individual interventions for a range of students eligible for Pupil Premium.** This includes academic, social and emotional mentoring and support for identified students. The impact (below) is evidenced through average attitude to learning scores across each interim for PP students in each year group (compared to non-PP peers):

	Year 7	Year 8	Year 9	Year 10	Year 11
<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

(Lower values demonstrates an improved attitude to learning)

- **Teaching and learning CPD focuses on each aspect of the ‘SWR Teaching’.** Important aspects of ‘SWR Teaching’ include:

*‘SWR teaching recognises the needs, interests and potential of each and every student and uses this knowledge to maximise their progress.’*

*‘There is a consistently high standard of articulation expected from students in their oral communication. These high expectations are also evident in SWR teaching’s commitment to high levels of literacy and strategies are embedded into lessons to support students’ written communication.’*

The expectation is that teachers and staff across the school evidence high expectation for all students, including Pupil Premium’ in their classrooms. The impact of SWR Teaching on closing the disadvantaged gap is evidenced in 2018/19 School Performance Summary. The overall P8 (2018/19) for disadvantaged students was -0.2 (compared against a ‘like for like’ of -0.46). **Nevertheless, the performance of disadvantaged students remains below the national average and therefore remains a key priority across the school.**

- **Pupil Premium has continued to be used to fund students’ participation in a variety of cultural capital opportunities.** For example, this fund has enabled disadvantaged students to attend Shakespeare productions at a recreated Globe Theatre at Blenheim Palace, participate in careers events and transportation home following homework club attendance.

## 2) What hasn’t worked well?

- **Individual academic mentoring for identified Pupil Premium students had limited impact.** While the mentoring was rigorous and supportive, students were unable to easily transfer these strategies to their learning both inside and outside of the classroom. The impact statement (below) evidences the negligible impact of mentoring. This would suggest mentoring may be more effective if students are identified earlier and intervention more frequently delivered at KS3.

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

- **Engagement with parents and carers continues to be an important focus for Senior and Middle leaders across the school.**

### **3) Core approaches to closing gaps**

- Literacy and numeracy intervention within KS3 to remove the main obstacle to students' making good progress (refer to page 6).
- Social skills intervention to support Pupil Premium students to access all opportunities both within and outside of school.
- A more significant investment in cultural capital to ensure that Pupil Premium students have full access to wider curriculum opportunities and visits.
- A greater emphasis on bespoke careers education, information and guidance for Pupil Premium students.
- To further improve communication and engagement with the school for disadvantaged families.

### **4) Overall aims of our Pupil Premium strategy**

- To reduce the in-school Progress 8 gap between the school's disadvantaged pupils and others to within 0.1
- To increase the attainment of students achieving grade 5 or higher in English and Maths to 40%.
- To provide appropriate and aspirational post-16 destinations for all disadvantaged students to increase the percentage of students staying in education or entering employment to 90% (82% in 2019).
- To provide a broad and enriching curriculum that includes trips, visits and opportunities for all disadvantaged students.

## Assessment information

END OF KS4 (FOR SECONDARY SCHOOLS)				
	Pupils eligible for PP		Pupils not eligible for PP	
	School average	National average	School average	National average
% achieving 9-5 English and maths	23.08%	50% (Like for like 24%)	41%	43%
% achieving combined science	42.86%		76.79%	
Progress 8 score average	-0.2	+0.13 (Like for like -0.45)	+0.1	-0.03
Attainment 8 score average	38.31	50.15 (like for like 36.54)	45.67	46.55

## 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 late starter students, many of which are PP. Many have come to us from other schools due to being unhappy, behavioural concerns or disaffection with education. While our pupil base is in quintile 1 (least deprived) in terms of deprivation for the whole school cohort, there remains pockets of significant deprivation within our wider catchment.

Through a personalised needs analysis of every Pupil Premium student, the following barriers to learning are most relevant to our cohort:

- A background of low social mobility or aspiration
- A lack of parental engagement with students' learning
- A lack of parental engagement with school events (including parents' and information evenings)
- A home without a quiet place to work.
- A home with limited literary resources.
- Low self-esteem and aspiration
- Poor social skills with their peers
- Low literacy skills.
- One or more school moves (current Year 9 specific)

### Action 2019/20: PP Barriers Audit

A comprehensive audit of individual Pupil Premium students has been completed by Term 2 of 2019/20.

This will enable SLT to identify the following cohorts for specific intervention from December 2019:

1. **Track and Monitor group** across each year group at interims (10% - HOY )
2. **Nurture and Support group** across each year group (10% - tutors & HOY)
3. **General Barrier Removal** (70% - coordinated by SLT, pupil portraits & class based interventions)
4. **Specific/Bespoke Barrier Removal** (10% - personalised intervention through Support for Learning, Phoenix, Inclusion, Literacy/Numeracy)

## BARRIERS TO FUTURE ATTAINMENT

### Academic barriers:

A	<p>Low levels of literacy and numeracy</p> <p><u>Supporting Evidence</u></p> <ul style="list-style-type: none"><li>• CATS Verbal Reasoning and Spatial Reasoning significantly below non-PP peers in all KS3 year groups.</li><li>• Average CATS scores significantly below non-PP peers in all KS3 year groups.</li><li>• SAT SPAG and Reading significantly below non-PP peers in all KS3 year groups.</li><li>• SAT numeracy below standardised 100 in Year 8.</li></ul>
B	<p>Low prior attainment.</p> <p><u>Supporting Evidence</u></p> <ul style="list-style-type: none"><li>• CATS Verbal Reasoning and Spatial Reasoning significantly below non-PP peers in all KS3 year groups.</li><li>• Average CATS scores significantly below non-PP peers in all KS3 year groups.</li><li>• SAT SPAG and Reading significantly below non-PP peers in all KS3 year groups.</li></ul>
C	<p>Limited cultural experiences.</p>

## ADDITIONAL BARRIERS

### External barriers:

D	<p>Low attendance.</p> <p><u>Supporting Evidence</u></p> <p>PP attendance is significantly below that of non-PP peers (dated 10/01/20). PP attendance is a key focus in the following year groups:</p> <ul style="list-style-type: none"><li>• Year 9 (90.42%)</li><li>• Year 11 (89.51%)</li><li>• Year 10 (92.28%)</li></ul>
E	<p>Lack of parental engagement with students' learning and school events (including parents' evenings)</p>
F	<p>Low levels of aspiration and self-esteem.</p>

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To improve literacy and numeracy levels for identified disadvantaged KS3 & KS4 students.	<p>Reading ages and numeracy data indicates that Y7 students have significantly improved their confidence in both literacy and numeracy.</p> <p>KS3 students evidence greater confidence and fluency with reading, writing and numeracy (evidenced by interim data and specific testing across the academic year).</p> <p>Highly vulnerable KS4 disadvantaged students receive specific curriculum interventions to ensure that they achieve FFT50 outcomes and achieve grades in core and foundation subjects.</p>
B	To improve the attendance of disadvantaged students across the KS3 & KS4.	<p>Disadvantaged students' overall attendance to be in line with national averages.</p> <p>Attendance interventions from School Welfare Officers demonstrate significant reduction in the persistent absenteeism of disadvantaged students.</p>
C	To provide genuine 'cultural capital' opportunities for disadvantaged students across the wider curriculum.	<p>Participation logs evidence increased participation rates for disadvantaged students in extra-curricular, enrichment and homework clubs.</p> <p>Increased percentage of disadvantaged students attending extra-curricular trips and visits linked to the academic and wider curriculum.</p>
D	To improve the percentage of disadvantaged students staying in education, employment or training.	Through raising aspirations and a personalised CEIAG programme for identified students, the percentage of disadvantaged students staying in education and employment exceeds 90%.

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To clearly communicate individual barriers to learning for all disadvantaged students.	Teachers and support staff are able to provide specific class-based interventions to remove barriers and narrow the progress gap for identified disadvantaged students.	EEF PP Guide evidences that good teaching is the most important lever to improve outcomes for disadvantaged students. Informing teachers of specific barriers, and how to remove them, supports teachers in removing barriers for identified students.	<ul style="list-style-type: none"> <li>• Heads of Year to complete an audit of barriers to learning for all disadvantaged students</li> <li>• Pen portraits of identified disadvantaged students will be provided for identified disadvantage students (including student specific workshops)</li> <li>• Heads of Year, SENCO and tutors will contribute to the pen portrait and lead student specific workshops.</li> <li>• Classroom based intervention planned and impact measured.</li> </ul>	J Bell P Dillon S Brown D Findlay L Scourfield	<p>Interim 1 (Dec'19 – Y7/8/10)</p> <p>Interim 2 (Jan'20 – Y9 &amp; Y11) (Mar'20 – Y7/8/10)</p> <p>Interim 3 (March'20 – Y11) (May'20 – Y9) (July'20 – 7/8/10)</p>

To provide written and verbal feedback for all students that facilitates all students making good progress,	Accurate, and timely, written and verbal feedback clearly addresses students' misconceptions and facilitates good progress,	EEF research into the impact of feedback indicates a positive impact (+8) when feedback addresses the output of the activity, the process of the activity, the student's management of their learning.	<ul style="list-style-type: none"> <li>All Learning Areas experimented effective alternatives to written feedback throughout 18/19 academic year.</li> <li>Effective strategies will be shared across the school through Teaching &amp; Learning briefings and personalised CPD.</li> </ul>	R Skipp T Lynham	T&L marshalling points
Total budgeted cost:					N/A
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To allocate dedicated numeracy and literacy intervention for disadvantaged students not meeting national expectations across KS3.	<p>To provide rapid intervention that immediately improves literacy and numeracy levels for identified Y7 students.</p> <p>To further enhance the literacy and numeracy levels of identified disadvantaged students in Y8 and Y9 (in preparation for GCSE qualifications)</p>	<p>EEF evidences that reading comprehension strategies has a positive impact (+6) on reducing the achievement gap.</p> <p>An identified barrier for many disadvantaged students are low levels of literacy and numeracy. This is restricting access to the full curriculum at both KS3 and KS4.</p>	<p>Dedicated literacy and numeracy Teaching Assistants to work across KS3:</p> <ul style="list-style-type: none"> <li>20 hours of literacy support p/week</li> <li>16 hours of numeracy support p/week</li> <li>Forensic analysis of all students' levels of reading fluency</li> <li>Dyslexia intervention programmes (tbc)</li> </ul>	J Bell R Skipp F Blackwood	<p>Interim 1/2/3</p> <p>At the end of each block of numeracy/literacy intervention</p>

Inclusion Support Worker provides specific academic and social skills mentoring to remove identified barriers for identified disadvantaged students.	Students receiving mentoring evidence improve attitudes to learning and make good progress in relation to peers.  A specific focus of the Inclusion Support Worker is to raise the aspirations of identified disadvantaged students.	Individual case studies from previous cohorts evidences that this is having a positive impact on students' academic and pastoral outcomes.	Pastoral Inclusion Meetings (chaired by Assistant Headteacher) ensures that students with specific areas of need are referred for mentoring from Inclusion Support Worked.	M Gatley L Blake	Interim 1/2/3
School Welfare Officers (SWO) provide specific supportive and statutory intervention for disadvantaged students who are below national expectations for attendance.	Students in receipt of disadvantaged to improve attendance in-line with national expectations.	Students in reception of disadvantaged evidence lower levels of attendance than their non- disadvantaged peers.	SWOs to provide early intervention for disadvantaged students most at risk of becoming persistently absent.  SWOs to visit all 'late starter' and 'mobility' students before confirmed start date.  SWOs to engage with parents of identified 'at risk' disadvantaged students	L Blake L Andrews R Pounds	Fortnightly
Total budgeted cost:					£95,000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

To provide additional qualifications for KS4 disadvantaged students who are at risk of achieving low GCSE grades (double entry)	To provide all students achieve a meaningful suite of qualifications to support post-16 destinations(GCSE/L2/L1/Entry)	Some disadvantaged students are failing to remain in post-16 education, employment or training.	SLT undertaking a needs analysis of identified KS4 students (including meeting with students and parents).  Appropriate and meaningful qualifications are identified and taught alongside GCSE qualifications. Some students will therefore be engaging with a bespoke curriculum offer.	K Hopson L Blake R Skipp	Interim 1/2/3
To offer homework club for all students and specifically invite identified disadvantaged students.	To provide a supportive focused environment for students to complete homework assignments.	Some disadvantaged students require additional resources (stationary and equipment), support staff or a working space to complete homework assignments to the best of their ability.	Staff are paid to support two homework club sessions per week.  School minibus is available for all students and costs paid for disadvantaged students)	J Bell	Interim 1/2/3
To provide increased opportunities for disadvantaged students to participate in the wider curriculum and enrichment activities.	To provide increased 'cultural capital' opportunities for all disadvantaged students.	As an inclusive school, it is our firm hold belief that disadvantaged students must be provided with increased access to extra-curricular and enrichment opportunities	CPOMS used to track all students' engagement with extra-curricular activities.  Meet with students who evidence a low participation in 'cultural capital' opportunities and identify future activities.	L Blake T Lynham	Termly
Total budgeted cost:					£15,823

## ADDITIONAL INFORMATION

The following sources of data/evidence have been used to produce our 19/20 PP Strategy:

- Analyse School Performance
- Evidence from the education endowment foundation (EEF)
- Analysis of attendance records
- Fixed Term Exclusion data
- Individual students' needs analysis