

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sir William Romney's School
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	18.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20 to 2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Jon Bell Headteacher
Pupil premium lead	Kelly Hopson Assistant Headteacher
Governor / Trustee lead	Roz Goodwin Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,670
Recovery premium funding allocation this academic year	£17,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,650 (including PP, recovery and school led tutoring)

Part A: Pupil premium strategy plan

Statement of intent

Sir William Romney's School aims to provide a curriculum which actively seeks to improve the life chances of all our students, addressing any inequalities and barriers that are present and allowing students to realise their true potential. We are a school that is proud to be truly comprehensive, taking in students from a range of diverse social, economic and educational backgrounds and providing them all with a rich and broad curriculum that ensure they become highly literate, confident learners.

The focus of our pupil premium and catch-up strategies is to support disadvantaged students of all abilities to achieve their academic goals and to experience a depth of cultural capital opportunities. As a passionately inclusive school, we also utilise funding to support students with allocated social workers and those who are experiencing significant mental health or social barriers to learning.

Quality first teaching is integral to our approach and ensure that disadvantaged students are provided with specific support that enables them to access learning in line with their peers. The academic and social progress of all students is tracked and monitored across three interim points for every year group in the school. Specific attention to the progress of disadvantaged and other vulnerable cohorts is monitored in line with the interims and specific intervention or support is allocated to identified students.

Our strategy is also integral to wider school plans related to education recovery. Our school-led tutoring funding is allocated to an internal academic mentor. The work of our academic mentor is directly targeted at students, including disadvantaged, whose education and experiences of school have been most affected by lockdowns and remote learning.

A significant proportion of Pupil Premium funding is ringfenced for cultural capital. This includes widening experiences for students in our locality but also opportunity to access cultural experiences from further afield.

Our approach is responsive to individual needs and does not make assumptions about the impact of disadvantage. We are committed to ensuring every student becomes the best version of themselves. To achieve these overarching objectives, we will:

- ensure that students receive quality first education in the classroom and are challenged to be the best versions of themselves
- forensically analyse interim data to identify need and implement specific intervention

- promote a whole school strategy which encourages all staff to promote the achievements and successes of disadvantaged students

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>A background of low social mobility or aspiration</i>
2	<i>Low attendance of disadvantaged students</i>
3	<i>A lack of parental engagement with students' learning</i>
4	<i>A lack of parental engagement with whole school events</i>
5	<i>A home without a quiet place to work</i>
6	<i>A home with limited literacy resources</i>
7	<i>Low self-esteem, poor mental health and aspiration</i>
8	<i>Poor social skills with peers</i>
9	<i>Low literacy skills</i>
10	<i>One of more school moves (current Y11 specific)</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve literacy and numeracy levels for identified disadvantaged KS3 & KS4 students.	<ul style="list-style-type: none"> • Reading ages and numeracy data indicates that Y7 students have significantly improved their confidence in both literacy and numeracy. • KS3 students evidence greater confidence and fluency with reading, writing and numeracy (evidenced by interim data and specific testing across the academic year). • Highly vulnerable KS4 disadvantaged students receive specific curriculum interventions to ensure that they achieve FFT50 outcomes and achieve grades in core and foundation subjects.
To improve the attendance of disadvantaged students across the KS3 & KS4.	<ul style="list-style-type: none"> • The attendance gap of disadvantaged students' overall attendance to narrow with that of their peers.

	<ul style="list-style-type: none"> • Attendance interventions from School Welfare Officers demonstrate significant reduction in the persistent absenteeism of identified disadvantaged students.
To provide genuine 'cultural capital' opportunities for disadvantaged students across the wider curriculum.	<ul style="list-style-type: none"> • Participation logs evidence increased participation rates for disadvantaged students in extra-curricular, enrichment and homework clubs. • Increased percentage of disadvantaged students attending extra-curricular trips and visits linked to the academic and wider curriculum.
To improve the percentage of disadvantaged students staying in education, employment or training.	<ul style="list-style-type: none"> • Through raising aspirations and a personalised CEIAG programme for identified students, the percentage of disadvantaged students staying in education and employment exceeds 90%.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,904.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Maths teaching that has facilitated small group teaching for identified KS4 students who have been most affected by lockdown and remote learning</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) Reducing class size has a small positive impact of +2 months. The gains from smaller class sizes come from increased flexibility to organise learners and the quality of feedback students' receive.	1,7
<i>Additional English teaching that has facilitated small group teaching for identified Year 7 students who have been most affected by lockdown and remote learning and literacy levels are not age related expectations.</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) Reducing class size has a small positive impact of +2 months. The gains from smaller class sizes come from increased flexibility to organise learners and the quality of feedback students' receive.	6,9
<i>Purchase of literacy and numeracy training for specialised Teaching Assistants to deliver specific catch-up for Y7 and Y8 students</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) One-to-one tuition is very effective in improving student outcomes. It is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment.	2,6,9
<i>Dedicated literacy, numeracy and SEMH Teaching Assistants to provide specific one-to-one and small group need for KS3 students with identified need.</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) One-to-one tuition is very effective in improving student outcomes. It is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment.	1,6,7,8,9
<i>Purchase of laptops, visualisers and tablets</i>	To facilitate and enhance access for students during remote learning.	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentoring for KS4 disadvantaged students</i>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	1,7,9,10
<i>Adopting an early intervention reading programme that improves students' confidence with literacy, comprehension and reading ages</i>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact (+6 months).</p>	6,9

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of mental health provision that secures three full days of counselling for identified students.</i>	<p>The pandemic has created increased mental health need across the student population. With long waiting lists for external agency intervention, our approach will be to use our recovery funding to support students who display mental health needs at risk of escalation.</p>	7
<i>Deliver attendance intervention in a targeted way using internal and FFT Aspire attendance tracking systems. This includes additional personnel to address persistent absenteeism for disadvantaged students.</i>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2

<i>Contingency fund for acute issues</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 150,224.12

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicate that the performance of disadvantaged students is slightly below that of their peers between 2017 and 2019. Despite being on track during their first academic year in KS4, the outcomes for students in 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum through remote learning and remaining open for disadvantaged and key worker students.

Overall attendance of disadvantaged students was slightly lower than 2019/20 by just under 2% (90.38%). We remain more concerned that attendance in this academic year (2021/22) is a more significant concern. It appears that some families and students have been significantly affected by the impact of working from home and remote learning. Therefore, the attendance of disadvantaged students in the current year is significantly below previous cohorts. Therefore attendance is a focus in this plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from our local mental health support team and engage with the Trailblazer programme to support students with mild to moderate mental health and wellbeing issues
- offering a wide range of high-quality and affordable activities to boost wellbeing, behaviour, attendance and aspiration. For example, students can participate in bronze and silver Duke of Edinburgh awards. Duke of Edinburgh is delivered in-house to reduce costs and disadvantaged students' participation is subsidised
- tracking and monitoring disadvantaged students' participation in extra-curricular and enrichment clubs. Following a termly review of participation, alternative enrichment opportunities are offered to students
- ensuring all Key Stage 4 students meet an independent CEIAG advisor who provides personalised action plans for each student.
- revising curriculum implementation models (sequencing and modelling) to ensure that learning gaps caused by the pandemic are addressed in lessons and homework
- providing CPD for teachers on literacy across all subject areas, student practice and self-regulation
- consulting with parents to improve our communication and engagement with all stakeholders. This includes reviewing our website, format of parents' evenings and site accessibility