

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 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	546
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rob Skipp Deputy Headteacher
Pupil premium lead	Jon Bell Headteacher Pupil Premium Lead
Governor / Trustee lead	Anna Herbert Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23) 114.5 students* £985	£112,783
Recovery premium funding allocation this academic year (22/23)	£33,534
School – Led Tutoring	£20,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£166,567 (including PP, recovery and school led tutoring)</p>
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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 all 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 ensures they become highly literate, confident learners.

Our pupil premium and catch-up strategies focus on supporting disadvantaged students of all abilities to achieve their academic goals and 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. Strategies outlined in this statement are intended to support student needs, regardless of whether they are recorded as pupil premium on the school census.

High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the most significant impact on closing the attainment, gap and at the same time, will benefit the non-disadvantaged pupils in our school. A proportion of funding therefore goes towards high quality CPD for staff to ensure they are able to address student needs within the classroom effectively. All students' academic and social progress is tracked and monitored across three interim points for every year group in the school.

To help monitor the progress of our disadvantaged and other vulnerable cohorts, detailed analysis is carried out 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 the disadvantaged, whose education and school experiences is such that they are behind their peers in terms of progress and attainment.

We are committed to ensuring that the cultural capital of our pupil premium students and their peers is developed. Our curriculums at subject level are audited to ensure curriculums explore life beyond school and we look to provide a wide range of trips and visits for all year groups. This includes widening experiences for students in our locality but also the opportunity to access cultural experiences from further afield. To enable this we look to partially subsidise the cost of trips for pupil premium students and are committed to tackling potential barriers such as transportation by providing a mini-bus service for after school clubs.

Our approach is responsive to individual needs and does not make assumptions about the impact of disadvantage. We are committed to ensuring that 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
- Provide CPD for all teaching staff specific to improving the progress 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	Progress of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
2	Attendance of disadvantaged learners as a group is lower than that of the non-disadvantaged learners
3	Low literacy skills, including homes with limited literacy resources
4	Low engagement with wider curricular opportunities and experience of cultural capital
5	A home without a quiet place to work or access to relevant resources and equipment
6	Consistency of high-quality teaching in all classrooms that addresses barriers
7	Low-self-esteem, poor mental health, and aspirations
8	A lack of parental engagement with students' learning

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.

	<ul style="list-style-type: none"> • 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. • 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: £63,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional English teaching to facilitate small group teaching for identified students.</i>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1,3,5, 6, 7
<i>Additional Maths teaching to facilitate small group teaching for identified students.</i>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1,6
<i>Appointment of a Pupil Premium Champion to ensure staff are familiar with PP students and the barriers they face and that key strategies are promoted. Works alongside SLT Lead on Pupil premium.</i>	<p>Using pupil premium EEF (educationendowmentfoundation.org.uk)– teaching is the top priority, including CPD and ensuring all staff are aware of the key strategies being used.</p> <p>Successful schools “have clear, responsive leadership” Supporting the attainment of disadvantaged pupils - GOV.UK (www.gov.uk)</p> <p>EEF Implementation Guide states that “school leaders play a central role in improving education practices through high quality implementation” by “defining both a vision for, and standards of desirable implementation”</p>	1, 6
<i>Additional Teaching capacity to facilitate one to one mentoring from subject specialists where appropriate</i>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>“On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</p>	1, 6

<i>Academic Mentor employed to work with identified students.</i>	Mentoring EEF (educationendowmentfoundation.org.uk) “On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. ”	1,5, 7
Ongoing CPD throughout the year modelling quality first teaching	Using pupil premium EEF (educationendowmentfoundation.org.uk) EEF Using Pupil Premium / EEF Great teaching toolkit	1, 6

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

Budgeted cost: £43, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Academic Mentoring for disadvantaged students</i>	One to one tuition EEF (educationendowmentfoundation.org.uk) Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 5, 7
<i>Provision of an early intervention reading programme that improves students' confidence with literacy, comprehension and reading ages. Delivered in one to one sessions by two trained TAs.</i>	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact (+6 months).	1, 3, 7
<i>Dedicated literacy, numeracy and SEMH Teaching Assistants to provide specific one-to-one and small group interventions 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.	1,3, 6, 7
<i>GCSE Revision strategies workshops for KS4 students.</i>	Teaching metacognitive skills and self regulation has a significant impact on progress.	1, 7

	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	
One to one careers guidance to ensure all students have plans in place for the next stage of their education.	As an 11-16 school we are committed to ensuring all our students are fully prepared and supported for their next steps. Research shows that effective careers guidance can impact not only academic outcomes but social outcomes too. In particular self confidence and maturity. Careers education EEF (educationendowmentfoundation.org.uk)	1, 7

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

Budgeted cost: £60,000

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>	The pandemic created increased mental health needs 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.	7
<i>Delivery of 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>	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) The DfE guidance suggests that positive engagement between school and families can significantly reduce persistent absence levels.	2, 8
<i>SWO/ ISW/ HOY to work closely with identified families to address barriers.</i>	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	2, 4, 7, 8
<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.	All
<i>Targeted intervention for well-being and resilience through small group work with the charity I can I am.</i>	"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year." Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7
<i>Cultural Capital Promoted as a key pillar of our curriculum and monitored</i>	Aspirations and level of engagement from students increase when they are provided with a broad and rich curriculum that builds cultural capital.	1, 7

<i>through audits throughout the year.</i>	Arts participation EEF (educationendowmentfoundation.org.uk)	
<i>An increase to trips and visits with subsidisation of costs for disadvantaged students.</i>	Arts participation EEF (educationendowmentfoundation.org.uk)	2,4,7, 8
<i>Provision of laptops and revision resources to identified students across all year groups.</i>	Using pupil premium: guidance for school leaders (publishing.service.gov.uk)	1, 8
<i>Support with uniform costs and materials needed to access the curriculum. (E.g Art equipment/ Ingredients for DT Food lessons etc)</i>	Maslow's Hierarchy of Needs - Simply Psychology “When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs.” It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	1, 2, 8
<i>Subsidised Music lessons for disadvantaged students who show aptitude/ desire.</i>	Arts participation EEF (educationendowmentfoundation.org.uk)	1, 4, 8
<i>Provision of snacks at break (in addition to Free School meal) to account for a later lunch following a change to the school day.</i>	Maslow's Hierarchy of Needs - Simply Psychology “When a deficit need has been 'more or less' satisfied it will go away, and our activities become habitually directed towards meeting the next set of needs that we have yet to satisfy. These then become our salient needs.” It is crucial that physiological needs are met if we hope for students to focus on growth and development academically.	1, 7

Total budgeted cost: £ 166,567

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.

Despite significant intervention and support our Year 11 pupil premium students made significantly less progress than their peers in the external results of 2022 with a progress 8 gap of -0.81 compared to non-pupil premium students. Only 45% of Pupil Premium students secured a standard pass in both English and Maths and therefore we are prioritising intervention and small group work in these subjects. The narrowing of this gap remains at the heart of school improvement plans moving forwards.

Our assessment of the reasons for these outcomes highlights the significant impact low attendance had on the outcomes of our disadvantaged students whose average attendance was 7% lower than non-disadvantaged students, in Year 11 this rose to 11%. Attendance workshops and mentoring around the importance of attending school was a key part of our strategy last year and saw pleasing impact on an individual level but ultimately persistent absence remained and continues to be a key area of focus when addressing the disadvantaged gap.

Mental health and wellbeing of this cohort was a significant concern also. 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. All students in current years 9 and 10 visited the I can and I am bus to explore this importance of wellbeing and to raise aspirations. A smaller group of year 11 and 8 PP students made a separate visit. Across these year groups we have seen mental wellbeing improve through our wellbeing surveys.

We also worked alongside Westonbirt Arboretum to develop and undertake a Wellbeing workshop for 6 weeks. PP students were involved in this and the feedback was really positive, with students citing an improvement in their confidence with working with new people as a result of taking part.

One of our specific aims in this strategy is to improve the percentage of disadvantaged students staying in education, employment or training. PP students in year 10/11 were prioritised to have their careers meeting with our external Careers Advisor at the end of year 10, beginning of year 11. For many of those students where it was deemed appropriate there was a second meeting. Where there were concerns of PP students becoming NEET, we met with the LA Transition Panel and students were given a

Young Gloucestershire Transition Mentor. Out of 14 potential NEET's, none of our PP students went on to become a NEET. We will continue with this strategy this year.

Literacy interventions had a significant impact on many students in KS3 with on average an increase of 6 months progress in reading ages over a term of intervention. However, a number of students continue to have literacy as a barrier and therefore the intervention continues for them.

The work carried out by our academic mentor last year had clear impact on the attitude to learning and behaviour of those he worked with but the impact on overall outcomes is less evident. We feel that in order to maximise impact work needs to be started earlier and so we aim to roll out the mentoring to identified KS3 students this year.

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 and patterns of persistent absence are addressed in lessons and homework
- providing CPD for teachers on literacy, student practice and self-regulation across all subject areas,
- consulting with parents to improve our communication and engagement with all stakeholders. This includes reviewing our website, format of parents' evenings and site accessibility as well as rolling out the use of ClassCharts as a communication tool to improve engagement with parents.