

Robert May's School Pupil Premium Report

The Pupil Premium is money allocated to the school by the Government to support students who are eligible for Free School Meals, are in the Care of the Local Authority, have been Adopted from Care or are from Service Families. The amount that the school receives for each student varies depending on which category that they are in. It is the school's decision how to use this funding in the best interests of these students.

Pupil Premium Report – September 2017

In 2016/17, the school was allocated a total of **£175,945** in Pupil Premium money. **£127,170** represents money that is allocated for students who are in receipt of Free School Meals, or have previously (in the past 6 years) been in receipt of Free School Meals. **£10,450** was allocated for those in the care of the Local Authority and **£9,975** allocated for those students who have been Adopted from the Care of the Local Authority. The school has below average numbers of students in these groups. A further **£28,350** was allocated to the school to support students from Service Families. The school has an above average number of students in this group mainly from families associated with RAF Odiham.

We used this money to fund a wide variety of different educational and enrichment activities, to provide basic equipment and increase our staffing capacity and skill set to cater for the needs of these students. Examples of what the funding was used for include:

- Provision of 25 tablet computers to Year 11 FSM students to enable them to access support and revision materials.
- Covering costs of enrichment and curricular visits including the Geography Field Trips, the ski trip, various theatre, zoo and museum visits, sports and dance coaching etc.
- Salaries and contributions to salaries of the key support staff for Pupil Premium students e.g. Education Support Worker, Inclusion Manager and School-based student Counsellors and ELSA .
- Provision of resources for the roles described above including on costs, travel expenses.

- The appointment of 5 Assistant Heads of Year with a specific remit to support, mentor and challenge Pupil Premium students.
- Development of Student Support Department area and administrative support.
- Specific tutoring and support where needs have been identified especially for LAC.
- LAC trips, enrichment activities and equipment e.g. laptops.
- Funding of Alternative Education Provision and transport for 8 students.
- Contribution to costs of Work Experience/Placements for identified Year 11 students to maintain engagement and improve post-16 chances.
- Uniform and other equipment grants.
- Travel costs to allow students to attend holiday Maths revision after school revision, college placements, enrichment activities including subsidising Activities Week to allow all students to access their preferred choice of activity.
- 3 External training courses for senior staff on how to use the Pupil Premium for maximum impact and other training for support staff in counselling roles.
- Internally generated staff CPD materials to share best practice.

The measures that we introduced had the following impact on the school's provision and outcomes for these students:

Please note that school performance data methodology has changed year-on-year, so direct comparisons with 2016 progress and attainment outcomes will not always be exact. The figures below are based on data from the summer GCSE examinations of 2017.

	2017 Cohort	5 A*-C inc E&M %			Basics %			EBACC %			
		2015	2016	2017 *	2015	2016	2017 *	2015	2016	2017 *	National **
All	240	72	79	74	71	81	79	41	36	34	24
FSM	26	36	29	27	40	43	38	12	14	8	-
CLA	0	0	100	N/A	33	100	N/A	0	0	0	-

	2017 Cohort	<u>Attainment 8</u>			<u>Progress 8</u> **		
		2016	2017 ***	National **	2016	2017	National **
All	240	5.77	5.14	4.46	0.27	0.00	-0.03
FSM	26	4.75	2.91	-	-0.10	-1.38	-
CLA	0	5.10	N/A	-	1.17	N/A	-

* Based on 5 x 4-9 inc E&M equivalent

** Based on 2016 Raise methodology

*** Attainment 8 score per pupil decreased nationally due to point scores assigned to GCSE's because of the introduction of 9 to 1 GCSE's in performance tables

We have identified the following areas for improvement for our work with Disadvantaged students and their families and have formulated a Strategy to Support Disadvantaged Students.

We aim that 100% of Disadvantaged students leave Robert May's school and go on and stay in further education, employment and apprenticeships appropriate to their prior attainment and potential.

We have identified 10 key areas which will guide our work in improving outcomes for Disadvantaged students:

1. Transition from Year 6 to Secondary School
2. Core skills: Literacy and Numeracy
3. Quality First Inclusive teaching and CPD programmes that support this
4. Broad and balanced Curriculum for all students, including those from disadvantaged backgrounds that builds key skills and resilience in the lower years to support outcomes in Year 11 and beyond.
5. Homework and learning resources
6. School attendance and pastoral support
7. Parental engagement
8. Cultural capital, enrichment and opportunity
9. Raising Aspirations for further and higher education and employment.
10. Relentless focus by all school staff and governors on improving outcomes for Disadvantaged students.

Senior and Middle leaders have identified aspects of these key areas which they will focus on and will be integrated these into whole school, department, year team and individual improvement plans.

The following are specific actions to support the above areas for 2017-18.

- Continue to improve the FSM students' attendance, behaviour and progress utilising the skills of the Education Support Worker, the Inclusion Officer and other members of the student support team alongside the Assistant Heads of Year.
- Education Support Worker now has total focus on RMS students and will undertake an increased number of home visits based on our Strategy for Disadvantaged students.
- Continue to fund additional costs for Alternative Education Provision at Rowhill School and Inclusion Hampshire for specific targeted students with a range of educational, behavioural, emotional and social needs. This is likely to include a larger burden of transport and uniform costs.
- Fund specific vocational courses for 5 Year 10 students at FCOT on a Tuesday afternoon and the associated travel and staffing costs involved.
- Each Department has undertaken specific projects linked to the Whole School Disadvantaged Strategy in order to achieve a range of outcomes.
- Continue to target Year 11 English and Maths rates of progress to close gap between FSM students and rest of peers and to broaden this to all years of the school.
- Improve basic literacy and reading skills through targeted intervention as part of whole school focus on achievement of boys and improving literacy.

- Ensure FSM students are supported and encouraged to stay in school for enrichment activities, homework clubs and revision classes by funding bus passes and targeting information to parents and students.
- Investigate how we can increase the scope of 1:1 and small group mentoring of all FSM students.
- Improve the engagement of families with the school and their children's education and provide opportunities to come into school to meet the Education Support Advisor and other key pastoral staff.
- Address lower attendance of FSM parents at Parents Evening through better targeted communication with parents by Assistant Heads of Year and the student support team and by trialling different models of parent consultation.
- Visiting Primary Feeders for Coffee Mornings with prospective parents.
- Supporting travel costs of inclusion manager and Education Support Officer to attend review meetings, transition meetings, home visits and to transport students to activities.
- Covering the cost of enrichment activities, trips and visits including transport costs. This will include Activities Week to ensure that all FSM students have at least one and in most cases have multiple opportunities to take part in enrichment and extracurricular trips and activities during the school year.
- Continuing Staff Training on best practice in identifying and supporting disadvantaged students.
- Continuing to provide basic equipment and support families to meet uniform requirements
- Purchasing tablets with preloaded GCSEpod revision materials for all Pupil Premium students in Year 11.
- Providing individualised materials, equipment, opportunities, support etc as the need arises with different children to help ensure the very best outcomes and progress.
- Review Transition arrangements so that all students but particularly vulnerable students (and parents) are more familiar with the school..
- Undertake a Curriculum Review that focuses on the key skills that students need to develop in the lower school to enhance their chances of success in the GCSEs.
- Investigate future Summer School to enhance Transition process.

For Service Children specifically

- Increase the availability of support and counselling through employing the school counsellors for an additional day. Part of remit of the new Family Support Advisor is to support service families with settling and transition and particularly at times of deployment.

- Continue to Improve our link with RAF Odiham Youth Service through more shared events and coordinated working.
- Develop resources in school that celebrate the role of the RAF and recognise the challenges that families can experience at times of deployment.
- Deliver CPD training around the experience of Service children in education and how we can best support this during a CPD Day.
- Develop stronger ties with the RAF Base chaplaincy with a view to enabling more informal counselling and support presence on site
- Attend regularly the RAF Station liaison meetings for Headteachers, in which valuable information about deployments and exercises are shared.
- Participate in Local Area networks and projects for best practice in supporting Service children.
- Remain open to information about new methods and practices relating to supporting Service children and their families, heeding advice/guidance from the RAF Station, the Forces Education directorate, the DfE, the Sutton Trust and the network of schools in the area and across the country who work with Service families.

<i>Revised and updated:</i>	<i>September 2017 updated May 2018</i>
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