

## Pupil Premium Report - September 2019

The Pupil Premium is allocated to the school by the Government to support students who are eligible for Free School Meals (or have been at any point in the past 6 years), are in the Care of the Local Authority, have been Adopted from Care. In addition, the school receives a smaller grant known as the Service Pupil Premium which is to support children from Service Families.

The amount that the school receives for each student varies depending on the Pupil Premium category that they are in. It is the school's decision as to how this funding is used in the best interests of these students but the school works closely with students and parents/carers and other agencies to identify barriers to learning and to seek solutions for individuals and groups of students.

### Pupil Premium Review – 2018-19

In 2018-19 funding year, the school received **£180,800** in Pupil Premium grant, The grant consisted of **£130,900** for Pupil Premium (ever 6) and **£23,500** for Pupil Premium - Looked after Children. The Service Children Pupil Premium grant was **£26,400**.

We used the PP grant 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 Pupil Premium students. Examples of what the funding was used for include:

- 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 and much more.
- 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 additional ELSA provision.
- Provision of resources for the roles described above including on costs, travel expenses.
- The development of the Student Support Department area and administrative support.
- Specific tutoring and support where needs have been identified, especially for Children in Care (CiC) e.g. for certain Y11 students, the provision of additional 1-to-1 tuition in Maths, English and Science.
- CiC trips, enrichment activities and equipment e.g. laptops for home use, school use, free visit to Parliament
- Funding of In-Reach programmes for 12 Year 7 and 8 students provided by Rowhill School.
- Funding of short term Alternative Education Provision and transport for students to this where specific needs have been identified e.g. to Rowhill School and to Inclusion Hampshire for specific courses e.g. Hair and Beauty; self-esteem; 1-to-1 literacy and numeracy.
- Contribution to the costs of Work Experience/Placements for identified Year 11 students to maintain engagement and improve post-16 chances.
- Uniform and other equipment purchases..
- Travel costs e.g. to allow Year 11 students to attend after school revision, college placements etc.
- 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.

## **Impact**

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

In 2017/18, the progress measure used by the DFE for GCSE performance (known as Progress 8) for Disadvantaged Year 11 students was -1.3. 100% of disadvantaged students progressed to college for a least 2 terms and a few into full time employment and apprenticeships.

In 2018/19, the Progress 8 (based on 2017/18 methodology) was -0.6 showing a significant improvement as a result of the actions and interventions taken as outlined above.

**We have identified the following areas for continuing 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 stay in further education, employment and apprenticeships appropriate to their prior attainment and potential after they leave Robert May's.

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. Maintaining subject class sizes that are consistently manageable (under 30)
4. Review and consolidate our 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 this strategy for 2019-20.**

- Continue to recruit and retain high quality teaching and support staff to support all students, including those who are eligible for the Pupil Premium.
- 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 Pastoral leaders.
- 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 five Year 10/11 students at FCOT on a Tuesday/Thursday 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 to ignite ambition.
- Address lower attendance of FSM parents at Parents Evening through better target 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 informal meetings 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. 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.
- Continue to Improve our link with RAF Odiham Youth Service through more shared events and coordinated working, including deploying RAF advisory staff to train teachers and support workers on the impact of deployments, and the deployment cycle.
- Develop resources in school that celebrate the role of the RAF and recognise the challenges that families can experience at times of deployment.
- Continue to deliver CPD training around the experience of Service children in education and how we can best support this.
- Continue to develop stronger ties with the RAF Base chaplaincy with a view to enabling more informal counselling and support presence on site
- Release staff to attend 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.
  
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