



# Royal Greenwich

## Trust School

Pupil Premium Grant Expenditure

**IMPACT** Report to Parents and Governors:

2017/2018 Academic Year

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### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	<b>280</b>
Total number of pupils eligible for PPG (2017/18)	<b>94</b>
Amount of PPG received per pupil (Financial year 2017/18)	<b>£935.00</b>
<b>Total amount of PPG received</b>	<b>£89,125</b>

## Summary of PPG spending for Academic Year 2017/18

### Objectives in spending PPG:

- To subsidise in-class support provision for SEN and EAL students, particularly within core subjects
- To provide out of school hours revision classes for targeted students in appropriate subjects
- To provide counselling & health services to support identified students' emotional and physical wellbeing
- To fund the required days of careers advice to provide pupils with sufficient support and guidance
- To improve attendance of identified students through close tracking and liaising with parents
- To enable students to participate in extra-curricular activities (e.g. trips, music tuition) by subsidising costs and setting up a comprehensive enrichment programme

### Summary of spending:

- Engagement of additional Learning Support Assistants with redeployment focused in core subjects
- The funding of additional after school and holiday revision classes for pupils
- Funding the school counsellors, school health adviser, inclusion support officer and the attendance officer
- Payment for days of career adviser input, providing additional availability for vulnerable students
- An enrichment programme adding value to the social and cultural capital of disadvantaged pupils

**PPG spending Plan by activity/project for academic year 2014/15**

<b>Activity/Project</b>	<b>Objective</b>	<b>Intended Outcome</b>	<b>Impact Review (September 2018)</b>
Director of Learning for Inclusion and Safeguarding	To have strategic oversight of the inclusion provision including support for disadvantaged pupils	To ensure all pupils with additional needs receive the bespoke support they require	The DOL for inclusion has introduced and maintained a number of support initiatives to ensure pupils with additional needs are having these met in an efficient and effective way. This has included a range of initiatives that have supported our SEN, EAL, CP and DP pupils ensuring every pupil has the opportunity to succeed.
DP Behaviour focus groups	To reduce the number of behavioural issues caused by DP students	Improving the behaviour of some of our hardest to reach DP students means that they will be able to learn better in lesson and this will allow them to be reflective and resilient	Students highlighted as struggling with their behaviour across the Spring Term were placed into a Friday morning work group. In this 1 hour slot students would reflect on what was not successful during the week and how they would work on it moving forward. All students were on report and on the back of the report were encouraged to write down any issues they had rather than talking back or exploring in lessons. Behaviour logs across all students reduced significantly and they received an end of year rewards day with their form tutor.

<p>DP Youth Travel Ambassadors</p>	<p>To engage DP students in afterschool enrichment</p>	<p>To have our DP students doing more enrichment afterschool and giving them the chance to practice and learn new skills</p>	<p>Early on in the year it was identified some DP students that were not engaged with any after school enrichment or did not have an obvious hobby. They were asked to join the TFL programme youth travel ambassadors. The programme is ran by TFL to get students to think about some of the dangers for children on their commute to school. Across the programme they work to gaining an accreditation as well as attending YTA events across London where they present and share their knowledge with other schools YTAs. Last year they presented to the borough where they were given £250 to launch their idea of road safety week in school. As well as attending two trips which looked at building presentation skills and understanding of local transport systems. One of these was hosted at London's Transport museum, and transport for London representatives were present to watch their presentations.</p>
<p>Enrichment Coordinator</p>	<p>To organise enrichment opportunities for our DP students that widen their horizons and provide an opportunity to enrich their social and cultural capital.</p>	<p>For DP students to feel they can take part in experiences that they have not taken part in before that challenge them and take them beyond the classroom and not have to worry about the cost of the enrichment activity.</p>	<p>Bushcraft was an end of year residential for all students. To encourage attendance from all, students who were FSM, attended the trip for free. Further to this the students that were DP their trip was part subsidise so they only had to pay for half of the trip. The residential was to Northamptonshire where students got the chance to develop their survival skills by completing courses in cooking, fire making and orienteering.</p> <p>Some of our DP boys (8) who struggle with their behaviour took part in an all-</p>

			day T-shirt making workshop. Throughout the day they explored all the different skills you needed to have success as their task, as well as exploring strategies around behaviour.
Emotional Literacy with Behaviour Manager	To further develop emotional intelligence and behaviour in DP students	DP students who were identified as struggling with their behaviour but also their emotional intelligence in situations with their peers, were timetabled emotional literacy sessions in addition to their time table.	These sessions were once a week and were discussion based with some written reflection written work. The aim of the sessions was to really unpick their responses to behaviour and teach students how to respond in the right way.
Behaviour Mentor	To work with a mentor in order to improve students behaviour	Weekly mentor who comes and works with students who are struggling with their behaviour.	
SENCO/Learning Support Assistants	To support students' who have additional needs with academic progress, particularly in core subjects	Students will receive the bespoke support they require to achieve their expected progress	
School Counsellor/Mentor	To provide on-site access to counselling services for emotional and pastoral support	To support students' emotional well-being as and when required	
Inclusion Support Officer	To facilitate liaison with parents, police and other external services in supporting students	To support vulnerable students through closer collaboration between parents, school and essential services	
Student Support Subsidy (Trips and Music Lessons)	To enable disadvantaged students to participate in extra-curricular activities	Students to have equal opportunity to participate in extra-curricular activities and school trips	
Student Welfare/Attendance/Data Officers	To provide additional monitoring and intervention for vulnerable students with additional needs	The appropriate monitoring of student welfare and data to ensure pupils receive the additional support they require.	

**ROYAL GREENWICH TRUST SCHOOL SUPPORTING STATEMENT:**

The school recognises that teaching and learning opportunities must meet the needs of all our students. Appropriate provision is made for students who belong to vulnerable groups, including ensuring that the requirements of socially disadvantaged pupils are appropriately addressed.

In making provision for socially disadvantaged students, we recognise that not all pupils who are socially disadvantaged are registered or qualify for free-school meals. The school, therefore, reserves the right to allocate the Pupil Premium funding to support any pupils, or groups of pupils, the school has justifiably identified as being 'socially disadvantaged'. The school's Pupil Premium funding is allocated to priority classes, groups or individuals. Limited funding and resources means that not all students receiving free-school meals will be in receipt of Pupil Premium interventions at one time.

*Document produced in October 2017 as an initial report for the 2017-2018 academic year. A final 'Impact' report will be produced in Autumn 2018 as a review of the appropriate use of the Pupil premium Grant. All documents are loaded onto the school website, in due course, for external viewing.*