



Royal Greenwich

Trust School

PUPIL PREMIUM STRATEGY

2017-2018

IMPACT REPORT

Pupil Premium (PP) Strategy Document 2017 – 2018

Executive Summary

At Royal Greenwich Trust School we want to ensure that we are limiting any barriers to learning for any of our DP students and we challenge any fatalism to ensure we are improving the social cultural capital of our students as well as raising the academic attainment of some of our hardest to reach groups of students, in order to close the attainment gaps across subject areas. In order to do this effectively, we believe that there are four key areas of focus when allocating the Pupil Premium Grant; Leadership, Teaching and Learning, parental engagement and improving wider outcomes.

Strategic Vision:

- To ensure the educational progress of pupils is not limited by any disadvantage associated with their starting point.
- To diminish the difference between RGTS DP pupils and non-DP pupils nationally
- To establish a culture of high expectation and operate with the belief that every child can succeed. Challenge any sense of fatalism.
- To maximise the life chances of DP pupils and support their long term prosperity

Year 2017- 2018	Year group		PP		Boys		Girls		High Prior Attainers		Looked After Children		Non-SEN		SEN	
			Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
	7	94	52%	64	68%	30	32%	59	63%	0	0%	89	95%	5	5%	

Typical barriers faced by PPG students at RGTS

- Students eligible for PPG tend to have poorer school attendance and punctuality, so miss out on valuable learning opportunities and enrichment activities.
- Students tend to have more internal exclusions as a percentage of the student group
- Students tend to have more behavioural issues as a percentage of the student group.
- Students eligible for PPG tend to have poorer punctuality.
- Families of our DP students, cannot afford to pay for enrichment trips and so they often miss out on key opportunities.
- Students eligible for PPG tend to make much less progress on average than students who are not eligible for PPG.

Evaluation Criteria for Measuring the Impact of the Pupil Premium Strategy

In order to assess whether the school's strategy on pupil premium is effective, the following criteria will be used:

- Increased rates of progress to be made in all subject areas, with gaps in attainment between PPG and non PPG students being narrowed –

Progress / attainment		Non-PP	PP	Gap
Maths	KS2 data	81.70%	72.80%	8.90%
	End Yr. 7 TA	80.20%	73.40%	6.80%
English	KS2 data	78.60%	71.60%	7.00%
	End Yr. 7 TA	80.10%	75.20%	4.90%

- Gap in maths KS2 outcomes (expected standard achieved) was 6.8%
- Gap in maths end of year 7 Teacher Assessment outcomes was 6.8%
- Gap in English KS2 outcomes (expected standard achieved) was 7.0%
- Gap in English end of year 7 Teacher Assessment outcomes was 4.9%
- The gap in English reduced by 2.1 at the end of the 2017-18 school year.
- Improved rates of attendance for PPG students and narrowed gaps in attendance by year group between PPG and non PPG students

Attendance data for Year 7 (2017-18)			
Attendance gaps			
	Non-PP	PP	Gap
Term 1 (2017-18)	98.30%	95.40%	2.90%
End of School Year (2017-18)	96.20%	93.50%	2.70%

- The gap between PP and non PP attendance at the end of term 1 was 2.9%. At the end of the academic year 2017-18, the gap between PP and non PP attendance reduced to 2.7%.
- Overall the attendance gap between PP and Non PP reduced by 0.2
- Improved behaviour of PPG students, measured and tracked throughout each term.

Behaviour 2017-18			
Exclusions - Internal			
	Non-PP	PP	Gap
Term 1			
	3.2%	7.1%	4.0%
End of School Year (2017-18)			
	14.3%	17.0%	2.7%
Exclusions - External			
	Non-PP	PP	Gap
Term 1			
	5%	2%	-3%
End of School Year (2017-18)			
	8%	6%	-2%

- % of PP learners with internal exclusions started above non-PP in Term 1
- % of PP learners with internal exclusions increased across the year, however, these were less likely to escalate to a fixed term exclusion, gap narrowed across the year.
- % of PP learners with fixed term exclusions started below non-PP in Term 1, and remained below non-PP for the whole year
- The gap between PP and Non PP for internal exclusions reduced by 1.3 by the end of the school year 2017-18.
- Improved participation of PPG students and non PPG students in after school clubs and enrichment trips

Enrichment					
Number of Trips attended	No. Trips	Non-PP	PP	Gap	
	1	100%	100%	0	Every child attended at least one trip
	2	97.9%	98.0%	-0.1%	More PP than non-PP children attended 2 or more trips
	4	70.0%	75.4%	-5.4%	More PP than non-PP children attended 4 or more trips
	7	12.6%	17.7%	-5.1%	More PP than non-PP children attended 7 or more trips
	8	6.1%	6.5%	-0.4%	More PP than non-PP children attended 8 or more trips

Middle Leadership Training

Action: To train middle leaders, increasing their skills on Pupil Premium and being able to identify vulnerable groups

Rationale: To equip middle leaders with the ability to identify and provide for vulnerable groups of students including Pupil Premium.

Description of Intervention: The training offered specifically engaged middle leaders in a range of strategies that are designed to ensure the best outcomes for all students. Through this training and through the compulsory there was a focus on improving attainment across the school via the middle leadership of the school.

Costs Incurred/Forecast: £750.00

Success Criteria

- Increased attainment for PPG students in English and Maths across the year
- Increased attendance for PPG students in each Year Group, with gaps between PPG students and non-PPG students narrowing throughout the year.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SLT	Termly Student Progress Review for each Year Group Termly exclusions data Half termly attendance analysis	PPG cohorts in each year group benefiting from the training given to middle leadership

Attendance support for all students in Y7

Action: Provide extra attendance support for Y7 PP

Rationale: Making sure that any concerns in attendance are addressed quickly, especially for PP students.

Description of Intervention: Provide extra attendance support to Y7 PP who have low attendance and punctuality.

Costs Incurred/Forecast: £1300

Success Criteria

- Increased attainment for PPG students in English and Maths
- Increased attendance for PPG students in each Year Group

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	PMA and attendance team	Attendance reports.	PPG cohorts in each year group

Local Authority Services			
<p>Action: Completing PP reviews once a year to make sure the provision as discussed is validated.</p> <p>Rationale: To ensure that the PP provision is meeting the standard and is effective.</p> <p>Description of Intervention: Attending meetings in the borough and also meeting with the borough lead to complete reviews.</p> <p>Costs Incurred/Forecast: £5,500</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attainment for PPG students - Increased attendance for PPG students in each Year Group 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SLT	SIP reports (Sue Gyde)	PPG cohorts in each year group

Learning Mentors			
<p>Action: Deploy learning mentors to tackle any PP behavioural issues.</p> <p>Rationale: By expanding the capacity in the behavioural team, there will be an increased focus on ensuring that students eligible for PP receive the targeted behavioural support that they need in order to succeed at school.</p> <p>Description of Intervention: Deploy a learning mentor to ensure that the necessary support for PP students eligible for pupil premium who have behavioural issues is put in place.</p> <p>Costs Incurred/Forecast: £7,000</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attainment for K students eligible for pupil premium in each year group - Increased attendance for K students eligible for pupil premium in each year group 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SENCO	PP Progress data and SEN PP progress data	SEN PP or PP with behaviour issues

Speech and Language Therapist - Oxleas NHS Trust			
Action: Work with Oxleas NHS Trust to Provides specialist care and support for PP students			
Rationale: To Provides specialist care and support for PP students			
Description of Intervention: Provides specialist care and support for PP students with communication and/or eating and drinking difficulties.			
Costs Incurred/Forecast: £6,827.77			
Success Criteria			
- Increased attendance and progress for PP SEN students in each year group			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SENCO	SEN PP Progress data for English	SEN PPG cohorts in each year group

Literacy Intervention

Action: Extra classes to be running for PP students to help close the attainment gap in English.

Rationale: To aim to narrow the gap between PPG and Non PPG students in English.

Sutton Trust – EFF Toolkit, 2015

- *“On average reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months) ”*

Description of Intervention: Extra classes to be running for PP students to help close the attainment gap in English.

Costs Incurred/Forecast: £2000

Success Criteria

- Increased reading ages for pupil premium students in Key Stage 3
- Increased attainment in English for pupil premium students in Key Stage 3

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	English HoD	Progress data for PP students	PPG cohorts in Year 7

Numeracy Intervention

Action: Extra classes to be running for PP students to help close the attainment gap in Maths.

Rationale: To aim to narrow the gap between PPG and Non PPG students in Maths.

Sutton Trust – EFF Toolkit, 2015

- *“On average reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress” (+5 months) ”*

Description of Intervention: Extra classes to be running for PP students to help close the attainment gap in Maths.

Costs Incurred/Forecast: £2000

Success Criteria

- Increased attainment in Maths for pupil premium students in Key Stage

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	Maths HoD	Progress data for PP students	PPG Cohort in Y7

Chrome book allocation			
<p>Action: To purchase chrome books for all PP students.</p> <p>Rationale: To ensure that all students, including DP have access to a computer at home – same advantages as their peers</p> <p>Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015</p> <ul style="list-style-type: none"> • <i>‘Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months’ progress’</i> • <i>‘There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners.’</i> <p>Description of Intervention: Purchasing chrome books for all PP students to ensure that they have the same advantage as non PPPG students when it comes to accesses a computer at home.</p> <p>Costs Incurred/Forecast: £4650</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attendance and progress of students eligible for pupil premium 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SLT	Progress data	All PPG in KS3

PP Coffee Morning			
<p>Action: To host a coffee morning for PP students, to engage parental communication.</p> <p>Rationale: To build successful relationships and communication lines with parents of PP students.</p> <p>Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015</p> <ul style="list-style-type: none"> • <i>‘Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.’</i> <p>Description of Intervention: Host a coffee morning for PP students, to engage parental communication so that we can build positive relationships with parents of PP students.</p> <p>Costs Incurred/Forecast: £400</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attendance of students eligible for pupil premium - Better engagement with parents of PP students 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SENCO	Attendance reports	PP students in KS3

Reduced rates for participation to school visits

Action: Give PP students an opportunity to attend a residential trip.

Rationale: To inspire, motivate and engage students by building their confidence through enrichment activities.

Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015

- *‘Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress.’*
- *‘There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’*

Description of Intervention: Paid for all PP students to attend a residential trip to Bushcraft outdoor activity centre.

Costs Incurred/Forecast: £54,962.23

Success Criteria

- Increased attendance of students eligible for pupil premium
- Increased attainment by improved confidence and self-esteem for students eligible for pupil premium

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SLT Head of Year 7	Attendance reports Progress reports Student voice	All PP in Y7

Uniform Grant up to £100 per pupil

Action: Using the uniform grant to purchase P.E kits and school uniform.

Rationale: To ensure that all PP students have the same standard of uniform for school and P.E lessons.

Description of Intervention: Identifying students who do not have the correct uniform or parents who cannot afford the correct uniform and providing support using the uniform grant to purchase these items for them.

Costs Incurred/Forecast: £4,800

Success Criteria

- Increased attendance of students eligible for pupil premium

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2017 – July 2018	SLT	All PP students in full uniform	PP students in KS3 who need Uniform