



Royal Greenwich

Trust School

PUPIL PREMIUM STRATEGY

2018-2019

Pupil Premium (PP) Strategy Document 2018 – 2019

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	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

Year 2018- 2019	PP		Boys		Girls		High Prior Attainers		Looked After Children		Non-SEN		SEN	
	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
	7	92	63%	52	57%	40	43%	33	36%	2	2%	83	90%	9

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 who are eligible for PPG tend to have more internal exclusions as a percentage of the student group
- Students who are eligible for PPG tend to have more behavioural issues as a percentage of the student group.
- Students who are eligible for PPG tend to have poorer punctuality.
- Families of our PPG 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.
- Improved rates of attendance for PPG students and narrowed gaps in attendance by year group between PPG and non PPG students.
- Improved behaviour of PPG students, measured and tracked throughout each term.
- Improved participation of PPG students and non PPG students in after school clubs and enrichment trips.

Attendance Manager			
Action: To employ an attendance manager to monitor, track and intervene for PP attendance.			
Rationale: To monitor and track the attendance of for our PP students and intervene with suitable intervention where needed.			
Sutton Trust and the Social Mobility Commission–2011			
<ul style="list-style-type: none"> • “Pupils have to be in school and able to pay attention before they can access learning” • “More successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.” 			
Description of Intervention: The Attendance Manager will be in charge of attendance monitoring and tracking of PP students. They will track attendance in the school and intervene with suitable intervention where attendance is low for students and communicate with parents of PP students whose attendance is low. They will be responsible for monitoring attendance by form group, year group, individual students and PP Vs. Non PP overall and produce weekly and half termly attendance reports.			
Costs Incurred/Forecast: £41,950			
Success Criteria			
<ul style="list-style-type: none"> - 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. - Decrease in behavioural incidents 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 2018 – July 2019	Attendance Manager	Termly and half termly Student Attendance Review for each Year group with actions and impact.	PPG cohorts in each year group

Pupil Premium Champions

Action: Establish a team of Pupil Premium Champions (PPC’s) who monitor the behaviour, progress and attendance of PPG students in each year group, identifying students for small group based interventions.

Rationale: By deploying a team of Pupil Premium Champions, students will receive focused support and intervention.

Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015

- “Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”
- “Evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)

Description of Intervention: One Pupil Premium Champion in each year group to work closely with the Year Team Leader to ensure that student’s behaviour, progress and attendance are monitored effectively and that interventions are put in place for key students in regards to those three areas.

Costs Incurred/Forecast: £5,000

TLR £2500 x2 = £5,000 pa (collective TLR salaries for all 2 Pupil Premium Champions– *Subject to change*).

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.
- Decrease in behavioural incidents for PPG students in each Year Group, with gaps between PPG students and non-PPG students narrowing throughout the year

Dates

September 2018 – July 2019

Lead Responsibility

Directors of Learning for Inclusion and Safeguarding – Helen Cleary
Head Of Inclusion – Sara Aftab

Monitoring and Evaluation

Termly Student Progress Review (SPR) for each Year Group
Termly exclusions data
Half termly attendance analysis

Number of Students Involved

PPG cohorts in each year group

Core Subject Tutoring

Action: To work with HoD’s of key subject areas – English and Maths to identify students that are significantly underachieving and place them into a focus group that will received private tutoring once a week.

Rationale: This will ensure that any gaps that are widening may be narrowed in Maths and English. The head of department at each data drop will review students’ progress and students will be placed on rotation dependant on their progress.

Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015

- *“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”*
- *“Once group size increases above six or seven there is a noticeable reduction in effectiveness.”*

Description of Intervention: To provide bespoke support for underachieving KS3 students in Maths and English. A group of underachieving PPG students in these subject areas will be placed to work with a private tutor once a week, the focus of each session will be set by the head of department and be based on the classwork/assessment that the student is struggling in. These sessions will take place once a week, afterschool and attendance to sessions will be monitored and attached to a rewards programme to incentivise students attending.

Costs Incurred/Forecast: £5000

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 2018 – July 2019	Head of Maths Head of English	Termly Student Progress Review for each student taking part Half termly attendance analysis to sessions Teacher feedback on progress	PPG cohorts in each year group who are underperforming in Maths and English.

Quality Teaching For All: 1-2-1 support/Intervention for Maths and English.

Action: To establish a programme of intervention and curriculum development to address gaps in attainment in English and Maths for students eligible for pupil premium.

Rationale: Sutton Trust – EFF Toolkit, 2015

- *“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”*
- *“The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact...that smaller tuition is effective” (+4 months)*

Description of Intervention: By employing an additional member of staff for the English and Maths teams, they will have the designated responsibility to develop the provision in Key Stage 3 English and ensure that gaps in attainment are narrowed. They will be responsible for taking students out and providing additional support to those who are underperforming in a 1-2-1 capacity during lesson time. Heads of Department will be responsible for these roles.

Costs Incurred/Forecast: £36,000 (based on two roles at £18,000 pa)

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 2018 – July 2019	Miss Carris – Head of English Mr GBenga – Head of Maths Olivia Saunders– Director of Learning for Key Stage 3	Progress measured at each data drop by HoD Reviews for each middle leader Lesson observations Learning walks	PPG cohorts who are underperforming in each year group

Franklin Scholars

Action: To provide Literacy support for Y7 PPG students in a peer mentoring capacity, in order to improve the PPG student’s social emotional well-being.

Rationale: By training some of our 6th formers in Y12 to work with our lower ability Y7 students, they will not only benefit from advancing their literacy skills through reading and comprehension exercises but also receive peer mentoring through a series of exercises that are pre-planned.

Sutton Trust – EFF Toolkit, 2015

- *“Social and Emotional Learning (SEL) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”*

Description of Intervention: Students in y7 will be paired up with those in Y12 who have been trained as mentors by Franklin Scholars. Students will work on their heir literacy skills through reading and comprehension exercises with their mentor, and also receive peer mentoring through a series of exercises and pre-planned activities.

Costs Incurred/Forecast: £7825.00

Success Criteria

- Increased attainment for KS3 students eligible for pupil premium in each year group
- Increased attendance for KS3 students eligible for pupil premium in each year group
- Improved confidence and social well being for PP students who take part.

<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Naomi Littlejohn – 6 th form team Sara Aftab – Head of Inclusion Head of year 7	Case studies/Student voice	PPG students who have been identified in Y7 as most in need.

Brilliant Club

Action: To inspire and motivate our higher ability disadvantaged pupils by putting them into a programme that provides them with opportunities to access the curriculum one key stage above their current ability.

Rationale: KS3 and KS5 students will work with PhD tutors from leading universities across the UK on a dissertation research which will be based on a pathway of their interest.

Sutton Trust – EFF Toolkit, 2015

- *“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”*
- *“The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality of feedback pupils receive” (+3 months)*
- *“Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains the impact...that smaller tuition is effective” (+4 months)*

Description of Intervention: Identify suitable PPG students who are both high ability and PP. They will visit two leading Universities and meet current students. As well as this, they will work in small groups with their own PhD tutor to study a specific pathway to a level higher than their current curriculum.

Costs Incurred/Forecast: £5120.00

(KS3: £160 per pupil x24 = £3840)

(KS5: £160 per pupil x8 = £1280)

Success Criteria

- Increased aspirations for PP students and also improved literacy skills.

Dates

September 2018 – July 2018

Lead Responsibility

Sara Aftab – Head of Inclusion

Monitoring and Evaluation

Number of Students Involved

		Student entry and exit survey on to programme Impact report at the end of the programme.	PPG cohorts in each year group who are HAP
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Chrome book allocation			
Action: To purchase chrome books for all PP students.			
Rationale: To ensure that all students, including DP have access to a computer at home – same advantages as their peers			
Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015			
<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> 			
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.			
Costs Incurred/Forecast: £4600			
Success Criteria			
- 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	Heads of Year 7 and 8	Progress data	All PPG in KS3

Achievement for All			
<p>Action: To provide regular training, coaching and CPD for staff as well and consult on the overall strategic development of our DP strategy. 12 visit model.</p> <p>Rationale: To have expert advice on our PP impact and spending. To have some of our heads of year and behaviour mentors trained in structured conversations with students and parents to improve communication between PP students, parents and the school.</p> <p>Description of Intervention: Regular half termly visits by our PP consultant</p> <p>Costs Incurred/Forecast: £6,426,00</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased communication between PP students, parents and the school - CPD provided for staff 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Sara Aftab	Report produced by AFA	PPG focus group from cohorts in Year 7 and Year 8

Staff Bidding for DP Students			
<p>Action: To provide additional funding for department to spend on their PPG students.</p> <p>Rationale: Staff taking ownership of identifying the needs of their PP students in their subject areas.</p> <p>Description of Intervention: Staff will liaise with parents, external agencies and various members of staff across the school to support students who need extra resources or encouragement in their subject area. They will organise trips, purchase resources or design interventions and ensure that students who are considered to be PP have all that they need and are fully equipped and motivated in their subject area.</p> <p>Costs Incurred/Forecast: £5,000</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Reduced gap in between students eligible for pupil premium and those not in departments. 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Sara Aftab	Department impact and spending on PP	PPG cohorts in each year group in departments.

Music Lessons			
<p>Action: To provide music lessons for students eligible for pupil premium.</p> <p>Rationale: To provide small group or 1-2-1 music lessons for PPG students as identified by their HOY. These lessons will act as Music Therapy for those who have social emotional or behavioural issues.</p> <p>Sutton Trust – EFF Toolkit, 2015</p> <ul style="list-style-type: none"> • <i>“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners” (+2 months)</i> <p>Description of Intervention: Student will work with a music specialist using acoustic instruments once a week.</p> <p>Costs Incurred/Forecast: £5000</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attendance of students eligible for pupil premium - Increased attainment in music for students eligible for pupil premium - Attendance to performances and events throughout the year 			
<p><u>Dates</u></p> <p>September 2018 – July 2019</p>	<p><u>Lead Responsibility</u></p> <p>Helen Cleary Sara Aftab Heads of Year - KS3</p>	<p><u>Monitoring and Evaluation</u></p> <p>Attainment data and behaviour logs</p>	<p><u>Number of Students Involved</u></p> <p>Focus group of PPG in KS3 identified by HOY</p>

Enrichment trip subsidy			
<p>Action: To provide trip subsidy at 50% or 100% for students eligible for pupil premium.</p> <p>Rationale: To allow all students to attend any trips or enrichment opportunities regardless of their background.</p> <p>Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015</p> <ul style="list-style-type: none"> • <i>“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.”</i> • <i>“There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</i> <p>Description of Intervention: Offering students either 50% or full subsidy of trips, this dependant on their financial situation, to ensure no PPG student misses out on an enrichment opportunity.</p> <p>Costs Incurred/Forecast: £22,000</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attendance of students eligible for pupil premium - Increased attainment in music for students eligible for pupil premium - Attendance to performances and events throughout the year 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Sara Aftab	Attainment data and behaviour logs	Focus group identified by HOY

Y7 Residential – Enrichment			
<p>Action: To give all PP students in Y7 an opportunity to attend a residential trip</p> <p>Rationale: To motivate, engage and raise the aspirations of Y7 DA pupils</p> <p>Sutton Trust – Education Endowment Fund (EEF) Toolkit 2015</p> <ul style="list-style-type: none"> • <i>“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.”</i> • <i>“There is also evidence of an impact on non-cognitive outcomes such as self-confidence.”</i> <p>Description of Intervention: An outdoor residential trip for all students who are PP in Y7.</p> <p>Costs Incurred/Forecast: £12,024</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - 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 2018 – July 2019	Sara Aftab	Case studies and Student voice	All PP students in Y7

Additional revision resources			
Action: To provide disadvantaged pupils with additional revision resources to aid with examination preparation			
Rationale: To equip all of our PP students with the resources they need at home, to help them succeed in their subject areas			
Description of Intervention: Students are given a resource menu by each department and they choose which resources they want to purchase with a budget of £50 per pupil.			
Costs Incurred/Forecast: £8750			
Success Criteria - Increased attendance of students eligible for pupil premium and participation in lessons			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Sara Aftab Heads of Department	Learning walks Student voice	All PP students in KS3

Motivational speakers			
Action: To bring in motivational speakers for our students that talk about their own experiences of successes and failures and overcoming barriers.			
Rationale: To allow pupils to hear successful people talk about their own experiences of failures and overcoming barriers to go on and achieve.			
Description of Intervention: Inviting in speakers to tell their own stories of successes and failures and how they overcame them.			
Costs Incurred/Forecast: £2000			
Success Criteria - Increased attendance of students eligible for pupil premium and participation in lessons			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Sara Aftab	Student voice	All PP students in KS3

Art Hope			
<p>Action: To promote creative wellness in DP students through an expressive arts enrichment session each week.</p> <p>Rationale: To allow pupils to take part in expressive arts and arts enrichment each week, to raise confidence and self-esteem.</p> <p>Description of Intervention: Students working with Art Hope on projects.</p> <p>Costs Incurred/Forecast: £2980</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - Increased attendance of students eligible for pupil premium and participation in lessons 			
<u>Dates</u>	<u>Lead Responsibility</u>	<u>Monitoring and Evaluation</u>	<u>Number of Students Involved</u>
September 2018 – July 2019	Lynn Pomfret – Head of Art	Student voice	A focus group of PP students in KS3

Uniform Grant			
<p>Action: Using the uniform grant to purchase P.E kits and school uniform for PP students.</p> <p>Rationale: To ensure that all PP students have the same standard of uniform for school and P.E lessons.</p> <p>Sutton Trust – EFF Toolkit, 2015</p> <ul style="list-style-type: none"> • <i>“There are cultural issues about how a school uniform is perceived which play an important role in determining its acceptability and pupils’ compliance. There is some evidence that free school uniforms improve attendance in areas of very high poverty.”</i> <p>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.</p> <p>Costs Incurred/Forecast: £3,600</p>			
<p>Success Criteria</p> <ul style="list-style-type: none"> - 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 2018 – July 2019	SLT	Attendance checks	PP students in KS3 who need Uniform