Royal Alexandra & Albert School

Pupil Premium Strategy Report

2016 - 2017

This report was originated by Emma Glover, Assistant Head

Table of Contents

1. Summary information				
Academic Year	16/17	**Date of most recent Review**	April 2017	
Total number of pupils	1018	**Date for next internal review of this strategy**	June 2017	
Disadvantaged Pupils	111	**Total <u>Pupil Premium</u> Budget**	£161,050	

Context

The School was established under the Royal Alexandra and Albert School Act 1949, which united the Royal Alexandra School and the Royal Albert School at Gatton Park. The new School, which united two orphanage schools with Royal patronage, was founded as a boarding school with a distinct Church foundation.

This school is a rarity in that it is one of only a tiny number of state schools in the country which is a true boarding school - in the sense that boarders constitute a significant proportion of the whole School. There is a strong boarding ethos and we run a busy activities and trips programme during the weekday evenings and runs through the weekend.

The school is unique among maintained schools in England as it provides education for pupils from the age of 7 to 18.

The Trustees of the school offer each year a limited number of Foundationer Boarder places to applicants who have a demonstrable need for boarding.

The main criterion is a lack of parental care where no other suitable care is available. This situation can arise through:

- Parents/carers who can no longer meet the daily needs of a child due to chronic mental or physical ill health of a parent/carer
- Disability of a sibling of sufficient severity to affect the care and normal development of other children within the family
- Abandonment or abuse of a child
- Long standing domestic violence in the family

We have high aspirations and ambitions for our pupils and believe that no pupil should be disadvantaged due to their background. We strongly believe that it is not about where you come from but your passion, thirst for knowledge, dedication and commitment to learning that make the

difference between success and failure. We are determined to ensure that our pupils are given every opportunity to realise and achieve their full potential.

Background to Pupil Premium Funding

The Pupil Premium Grant is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The grant is provided to enable these pupils to be supported to reach their potential and to 'narrow the attainment gap' between this cohort and their Non-Disadvantaged peers.

The criteria used to signify a disadvantaged background are

- Pupils in receipt of Free School Meals (FSM)
- Pupils who have been in receipt of Free School Meals at some point in the last 6 years (FSM6)
- Looked After Children (LAC)
- Pupils who have previously been Looked After Children (Post-LAC)

Our Approach

The grant money received has been ring-fenced and used to benefit all disadvantaged pupils, but also to impact on the progress of the school as a whole. We have established clear lines of responsibility with a member of the Senior Leadership Team and a Link Governor taking responsibility for managing the Pupil Premium Grant.

The spending of the grant has been carefully planned to ensure that it is spent to maximum effect.

This has meant making informed decisions about our spending such as:

- Ensuring that spending is directly linked to gaps in attainment;

- Making use of our own data to expand existing interventions;

- Making sure there is at least good teaching in a day to day basis;

- Making use of research when evaluating interventions and considering the implementation of new interventions.

When making decisions about how to spend the pupil premium grant it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language, communication and literacy skills, lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing.

At the Royal Alexandra and Albert School, we have a broad range of pupils who could be classified as 'disadvantaged' for different reasons, pupils with very difficult family backgrounds and living situations. We aim to use the Pupil Premium funding to support pupils across the school and secure outcomes for all.

The challenges encountered are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school our pupils make good progress, but there is a significant gap between the attainment of disadvantaged pupils and their non-disadvantaged peers, matching the national trend.

Through the provision of Quality First Teaching and targeted interventions we are working to eliminate barriers to learning and progress. These barriers are different for many pupils across the school, depending on their age, attainment on entry to the school and boarding status. We aim to be as flexible as possible, but whilst achieving the best outcomes for all pupils.

By looking the multiple sources of data, the following plan has been devised.

The plan for 2016-2017 is not an exhaustive list, and as a school we are flexible in our approach to supporting pupils based on their current needs.

2. Attainment / Progress - Areas for Development in 2015-2016

(From Raise Online Data)

- Disadvantaged pupils Progress 8 was significantly below other pupils.
- Progress 8 in mathematics was significantly below average for disadvantaged pupils.
- Attendance was low for pupils with Free School Meals.

Weaknesses from Raise Online are indicated for cohorts of at least 6. Due to the KS2 disadvantaged data having less than 6 pupils included, the relevant areas for development are not included in the published Raise Online Report.

From the data published, the following areas for improvement have also been included based on our analysis.

- Progress in KS2 mathematics was significantly below average for disadvantaged pupils.

3. Attainment / Progress – Actual Results (number of pupils per category in brackets)

The data below is the headlines figures from the Y11 cohort from 2015-2016.

** Please Note: There is no KS2 data for 35 pupils, therefore we are unable to monitor progress of KS2 to KS4, which is displayed in the number of pupils included in the calculations.

KS4		Disadvantaged (14 Pupils)**	Non-Disadvantaged (96 Pupils)**	Gap
Progress 8	Overall	-0.57	0.20	**-0.77**
	English	-0.52	0.26	**-0.78**
	Mathematics	-0.66	-0.06	**-0.60**

KS4		Disadvantaged (15 Pupils)	Non-Disadvantaged (130 pupils)	Gap
Attainment 8	Overall	43.13	52.90	**-9.77**
	English	9.07	11.20	**-2.13**
	Mathematics	8.27	9.92	**-1.65**

The data below is the headlines figures from the Y6 cohort from 2015-2016.

KS2		Disadvantaged (5 Pupils)	Non-Disadvantaged (33 Pupils)	Gap
Progress	Reading	-3.37	-0.19	**-3.18**
	Writing	-0.62	0.11	**-0.73**
	Mathematics	-7.68	-0.93	**-6.75**
	GPS	-	-	
Attainment Scaled Score Ave	Reading	96.4	105.5	**-9.1**
	Writing	-	-	
	Mathematics	93.0	105.1	**-12.1**
	GPS	98.0	104.2	**-6.2**

KS2 % Achieving Expected Standard			
	Disadvantaged (5 pupils)	Non-Disadvantaged (33 pupils)	Gap
% making progress in reading	60%	85%	**-25%**
% making progress in writing	60%	81%	**-21%**
% making progress in maths	20%	81%	**-61%**
% making progress in GPSV	40%	85%	**-45%**

4. Barriers to future attainment

In School Barriers

A.	Literacy skills of disadvantaged pupils are generally lower for than those of non-disadvantaged pupils, meaning that access to the learning is hindered across the curriculum.
B.	Gaps in attainment of disadvantaged pupils to non-disadvantaged pupils, particularly in Maths and English, from KS2 to KS4.
C.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils.
D.	The behaviour of groups of pupils (particularly Year 10 & 11, mainly disadvantaged) is having a detrimental effect on their academic progress and that of their peers.
E.	There is gaps in consistency of wave one teaching across the school.

External barriers

F.	Disadvantaged pupils who are also boarders, require extra pastoral support in the evenings and at weekends.

5. Desired Outcomes

	Desired outcomes	Success criteria
A.	Literacy levels for all disadvantaged pupils are increased, particularly reading ages. For the school to develop a clear literacy pathway, in liaison with the educational psychologist, to ensure early intervention for pupils with identified gaps. For the school to have developed a range of literacy provisions, to narrow the learning gaps and also to challenge and extend the most able.	Disadvantaged pupils to make the expected progress in English. Reading ages increase at the expected level and gaps in levels close for disadvantaged pupils. This will be evidenced by standardised scores in reading and accelerated reader scores.
B.	Reduction in the achievement and progress gap for all disadvantaged pupils.	KS4 2016 Progress 8 gap was - 0.77, a gap of -0.5 or less would show improvement. KS4 2016 Attainment 8 gap was -9.77, a gap of -7 or less would show an improvement. KS2 2016 Progress in reading gap was -3.18, a gap of -2 or less would show improvement. KS2 2016 Progress in mathematics gap was -6.75, a gap of -5 or less would show improvement.
C.	For the social, emotional and mental health needs of pupils to be catered for in a nurturing environment, with a provision in place to suit the individual's needs.	For the correct provision to be in place for all pupils.
D.	Behavioural issues across the school, particularly Y10 and Y11, to be addressed.	Fewer behavioural incidents recorded for these pupils.
E.	For all lessons to delivered with 'Quality First Teaching' in mind. For the individual needs of vulnerable pupils to be met within the classroom.	For all teaching to be at least 'good'.
F.	Improved support and access to academic and pastoral support during evenings and weekends for disadvantaged pupils who are also boarding.	Effective support systems in place during 'out of school' hours to allow for expected levels of progress and also pastoral support to encourage academic achievement.

6. Planned expenditure 2016 - 2017

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment across the curriculum, reduction in gap.	Use of the 'Outstanding Teaching Initiative' training for 10 staff. Focus on achieving more good and outstanding teaching across the school.	All evidence points towards quality first teaching being the best way to improve outcomes.	Regular monitoring and observations by OTI leader and curriculum staff.	SKI/KRO	Summer 2017
	Appointment of Director of Teaching and Learning. (Start April 2017)	To support Quality First Teaching across the whole school.	Regular appraisals and tracking of lesson observations.	MDI/KRO	Summer 2018
	Appointment of 'Lead for disadvantaged pupils for maths, English and Science. Appointment of Senior Learning Coaches, with a responsibility for disadvantaged pupils within Key Stages.	Sharing the responsibility of supporting disadvantaged pupils amongst key staff. Ensuring that all teachers are aware of needs and strategies to support disadvantaged pupils.	Review of development plans in Summer 2017.	ELG/CSH ELG/SR1	Summer 2017
	Development of IT resources to allow for greater engagement. (Installed April 2017)	Development of quality first teaching for all by allowing access to interactive resources.	Review of lesson observations & learning walks.	GB	Summer 2017

	Training arranged to support all teachers deliver Quality First Teaching. • Attachment • ADHD • Differentiation Provision Catalogue to be developed to include details of all provision available within school.	Improving understanding and training level of all teaching staff and learning coaches.	Evidenced in observations.	ELG/KRO	Summer 2017
Safe space available for improved access to education.	Development of the ELT Study Room to include • ICT facilities • A calm and uncluttered environment in appropriate calming colours. • Access to curriculum through technology (Visiobook / Reading Pens / Laptops)	The school needed a calm space, particularly to support the LAC pupils.	One member of staff to be appointed as the lead for the room and to monitor and support the pupils using it.	ELG/SR1	Summer 2017
Increased support for pupils and staff across the school.	Weekly training to be provided for Learning Coaches to develop the expertise across the school. Topics include: • Attachment • Access arrangements • Bereavement • Learning Plan writing	Well trained and deployed TA's have been shown to add value. The Blatchford report discussing Best Deployment of TA's emphasises the need to have well trained and motivated support staff.	Learning Walks evidencing Learning Coach deployment and support. Feedback from training sessions.	ELG/SR1	Ongoing.
			Total budgeted cost		£70,000

Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Expert use of external agencies to support the progress of pupils.	Buy back of Surrey Specialist Teachers in Practise, for Behaviour Support (Nicola Sullivan) and Learning and Language (Allyson Davis).	Development of strategies for pupils to use within the classroom and aid progress.	Weekly feedback sessions from key staff. Multi Professionals Meeting, termly.	ELG / SR1	Ongoing. Main review Summer 2017.
Gaps in knowledge closed.	Continuation of programme of 121 tuition. (Y3 to Y11)	From identification of underperformance to fill the necessary gaps. Due to some pupils joining us at a later stage in their school career, 121 tuition is sometimes a necessary extra to aid catch up to Age Related Expectation level. 121 tuition has been shown to add 5 months progress on average (EEF).	Log book of each tutor session. Monitoring of grades against MEG's.	ELG / CSH	Ongoing. Review of all tuition summer 2017.
Reduction in gap of KS2 results.	Y6 Maths / Literacy Intervention – Supporting pupils by aiding small groups for key Core Lessons. Lessons taught by the Head of Juniors and the Head of English.	Reduction of class sizes increase the Quality First Teaching opportunities for the maths and literacy teacher,.	Lesson Observations.	IS / JL / AMD	Summer 2017 – KS2 Exam Results

For the school to ensure the right provision at the right time is implemented. A tracking programme to allow a clear 'input' and 'output' measure is in place to allow measure of impact for each provision.	Development of a variety of targeted provisions, available for individual pupils where appropriate. • 5 Minute Boxes (KS2) – Literacy and Numeracy • Reading Comprehension Schemes • Teaching Clocks/Watches • Turnabout (Working Memory) • Catch Up Literacy • Precision Teaching • Lexia Purchase and implementation of assessment materials to allow gaps in learning to be identified. • ARTI (Access Reading Test Interactive) • AMTI (Access Mathematics Test Interactive) • CTOPP (Comprehensive Test of Phonological Processing) • Eye Tests • LUCID	Each provision listed in chosen to work on a specific gap in learning. Gaps will be identified through the baseline testing and more detailed data from teachers. Further investigation would be completed and the correct provision identified. Catch Up Literacy has been shown to have	Each Learning Coach will be responsible for a single intervention. Each intervention will be tracked with an input and output measure.	ELG	Ongoing review of individual interventions. Full review of interventions Summer Term 2017.

Developing and supporting self-confidence and improving mental health of vulnerable pupils.	Development of provisions to support Social, Emotional and Mental Health needs of pupils. • 2 x Full Time Counsellors • 7 trained ELSA's • Weekly visiting Art Therapist • Local Equine Therapist • Mentor programme • Peer mentors • Lunch Club • Educational Psychologist	It has been identified from the SEN register, tracking the referrals to the counselling team and from behavioural data, that we have pupils who need a high level support for their Social, Emotional and Mental Health needs. The school is trying to develop a graduated approach to supporting SEMH needs, ensuring the right provision at the right time.	Each provision is monitored by the individual staff lead. Professional judgement will be required to see if the provision should be continued or ceased. Regular reports from each adult based provision (not peer mentoring, for example) to track and monitor progress.	ELG	Ongoing.
				Total budgeted cost	£80,000

Other approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Disadvantaged pupils to feel comfortable and happy, particularly in boarding.	- Personal items (shoes, food for technology lessons, stationery, toiletries etc.) - Supply of food items, particularly for pupils who have not had breakfast. - School bus payments - Taxis - Personal laptops - Kindles - Extra boarding nights (exceeding the flexi-boarding allowance) to develop social skills. - School Bus to improve attendance and punctuality. - Flexibility in the budget built in for unplanned events within the curriculum.	Previous years' experience have shown that this helps develop the trust and feeling of part of the school. It has also helped develop the role of the Key Worker.	All spends to go through ELG and CSH for authorisation.	ELG / CSH	Ongoing review of individual items.
				Total budgeted cost	**£10,000**

7. Review of expenditure 2015 - 2016

Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved teaching and learning across the curriculum. Improving Quality First Teaching.	- Use of the 'Outstanding Teaching Initiative' training for 10 staff. - Development of accelerated reader programme. - Middle Leader training to support teaching and learning. - Purchase of MathsWatch software. (online revision tool) - Purchase of My GCSE Science (online revision tool)	Medium: Use of the OTI training has improved the T&L of the teachers involved and has been disseminated across departments. Accelerated reader is used daily by the English department and all KS3. It has improved reading across KS3. Middle Leader training has delivered quality leadership, particularly at Head of Department and Head of Year level. Online teaching resources have increased the reach to our pupils, allowing them to access material from any device at any time.	OTI will continue into next year with a continued focus on developing teaching and learning techniques amongst the identified cohort of teachers, but also the wider departments to who it is shared. Middle leader training will continue with a new cohort. Purchase of different teaching and learning methods will continue, and will be tracked by monitoring usage and value for money.	£22,000

Improved information gathering systems to ensure understanding of all pupils.	• Investment in SIMs and provisionmap.com. • Training provided for all staff. • Key Workers assigned to all SEN and Disadvantaged pupils.	Medium: School systems for tracking and monitoring provisions for pupils have improved. Disadvantaged / SEN / Pastoral / Boarding systems have been streamlined to ensure consistency across the school. All vulnerable pupils have been assigned a key worker, and the communication between the allocated staff, pupils and parents in increasing.	The approach will continue, with a greater focus on utilisation by all. Further training is needed for staff across the school to ensure the provision map is fully utilised.	£9000
Cohesiveness of provisions between SEN, Disadvantaged across the school by the implementation of the Enhanced Learning Team.	• Staffing changes implemented. Assistant Head for inclusion appointed, along with Lead for Disadvantaged Pupils. • Delivery of detailed INSET for all staff.	High: All provisions are now implemented, monitored and have the impact measured through the same team in school.	Funding is used more efficiently. With both SEN and Disadvantaged pupils now having access to a larger range of streamlined provisions. Support for disadvantaged pupils has become a focus point for staff and this needs to continue.	£20,000

Targeted support				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Improved literacy skills of cohorts of identified pupils.	• Development of Lexia online programme, including small group sessions in the Junior School with a Learning Coach. • Development of Catch-Up Literacy programme. • Small Literacy Booster classes in Year 7, 8 and 9. • 121 English tuition. • Development of use of Reader (scanning) Pens. • Purchase and development of the use of laptops and notebooks. • Accelerated Reader Programme.	Medium: The Lexia programme is accessed by pupils across Junior and Secondary. Progress is monitored and pupils access the programme at home as well as in school. Small Literacy Booster classes and 121 tuition allow for individual needs to be better addressed. Reader pens and Laptops have been very effective in both lessons and exams.	The Lexia Programme needs closer tracking to identify individual pupil needs. Literacy Booster classes and 121 tuition to continue. Pupils to be further encouraged to use Laptops and Reader Pens during lessons to develop normal working practise before their exams.	£38,216
Improved attainment across the curriculum.	• Maths, English and Science workshops held during school holidays. • External residential revision courses over the Easter holidays.	Medium: Although a lots of pupils attended the workshops, attendance from disadvantaged pupils varied. Attendance at the residential revision courses also varied and therefore impact wasn't as high as expected.	121 tuition has previously been targeted at Year 11, moving forward this intervention needs to be expanded into KS3.	£9,781

		121 Maths tuition and booster groups were received very well with great progress made. 121 Science tuition did not produce the desired impact.		
Improved behaviour of cohorts of individual pupils.	• Purchase of regular support from Surrey Specialist Teachers – Behaviour Support. Nicola Sullivan visits weekly to support. • Head of Year roles • Head of Key Stage roles • Alternative provision programmes (Reigate Valley College)	Medium: A varied amount of progress has been made with different children. Individual case studies are in place and lessons learned from each case discussed regularly.	Approach to be continued. Individual case studies are in place and lessons learned from each case discussed regularly.	£19350
A range of resources and provisions available to support the Social, Emotional and Mental Health of vulnerable pupils.	• 2 full time in-school counsellors. • 3 trained ELSA's. • Development of a safe space (ELT Study Room) • Varied therapies (Equine therapy) • Mentor programme. • Peer listening programme. • Lunch Club • Prep support • Exam stress workshops	Medium/High: SEMH provision in school is excellent, although more streamlining of services needs to take place. Pupils are aware of the provision in place and how to access services.	Social, Emotional and Mental Health needs for young people are continuing to rise nationally. The school will continue the intervention with further funding to support more ELSA training and counselling hours.	£68,000

	• The team from 'Elevate' to run presentations to Y11 and Sixth Form pupils.			
Increased access to educational visits.	• French exchange • Geography fieldtrips • Isle of Wight residential • MFL conference • GCSE High Potential Achievers Conference	Medium / High: The trips programme provides extensive opportunities for pupils to access learning opportunities that wouldn't usually take place.	Trips will need to have a clear educational focus identified and reflection time for the pupils. Extra work with Key Workers to take place.	£3,885
Increased access to co-curricular activities.	• Funding of music lessons and exams	Medium	Attendance and effort towards the sessions needs to be more closely monitored.	£1,200

Other approaches				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Disadvantaged pupils to feel comfortable and happy, particularly in boarding.	• Personal items (shoes, food for technology lessons, stationery, toiletries etc.) • Supply of food items, particularly for pupils who have not had breakfast. • School bus payments • Taxis • Personal laptops • Kindles • Extra boarding nights (exceeding the flexi-boarding allowance) to develop social skills. • School Bus to improve attendance and punctuality.	High: Vulnerable pupils (particularly Children in Care who are boarders) are supported to ensure they don't feel 'different' in the school / boarding environment.	Higher impact than expected. The Children in Care were more willing to stay in boarding. This approach will continue.	£2,232