

# Royal Alexandra & Albert School



## Pupil Premium Strategy Report **Junior School**

2017 - 2018

**This report was originated by Emma Glover, Assistant Head**

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## 1. Summary information

<b>Academic Year</b>	17-18	<b>Date of most recent Review</b>	September 2017
<b>Total number of pupils</b>	148	<b>Date for next internal review of this strategy</b>	Summer 2018
<b>Disadvantaged Pupils</b>	20 (13.5%)	<b>Total Pupil Premium Budget</b>	£32,200
<b>Service Pupils</b>	27	<b>Service Premium Funding</b>	£8100
<b><u>Total Funding</u></b>		£40,300	

### 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 2017-2018 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 2016-2017

(From Raise Online Data)

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

The data below is the headlines figures from the Y6 cohort from 2016-2017.

KS2		Disadvantaged (5 Pupils)	Non-Disadvantaged (33 Pupils)	Gap	Gap 2015-2016	Trend
Progress	Reading	0.70	1.16	0.46	3.18	Gap decreased by 2.72
	Writing	-1.91	-0.95	0.96	0.73	Gap increased by 0.23
	Mathematics	-2.38	-0.05	2.33	6.75	Gap decreased by 4.42
	GPS	-	-			
Attainment Scaled Score Ave	Reading	104	104.1	0.1	9.1	Gap decreased by 9
	Writing	-	-	-		
	Mathematics	101.4	103.3	1.9	12.1	Gap decreased by 10.2
	GPS	106.8	105.3	1.5	6.2	Gap decreased by 7.7

#### KS2 % Achieving Expected Standard

	Disadvantaged (5 pupils)	Non-Disadvantaged (49 pupils)	Gap	Gap 2015-2016	Trend
% making progress in reading	80%	73%	7%	25%	Gap decreased by 32%
% making progress in writing	80%	78%	2%	21%	Gap decreased by 23%
% making progress in maths	60%	78%	18%	61%	Gap decreased by 43%
% making progress in GPSV	100%	82%	18%	45%	Gap decreased by 63%

## 4. Barriers to future attainment

### In School Barriers

<b>A.</b>	Last year disadvantaged pupils made less progress in from KS1 to KS2 in writing compared to non-disadvantaged pupils. This will also impact across the curriculum.
<b>B.</b>	Although decreasing, there are still gaps in attainment between disadvantaged and non-disadvantaged pupils across reading, writing, mathematics and GPS.
<b>C.</b>	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils.
<b>D.</b>	The behaviour of groups of pupils is having a detrimental effect on academic progress for both disadvantaged and that of their peers.
<b>E.</b>	There is gaps in consistency of wave one teaching across the school.

### External barriers

<b>F.</b>	Disadvantaged pupils who are boarders require extra pastoral support in the evenings and at weekends.
<b>G.</b>	There is a high level of mobility for disadvantaged pupils. A large proportion do not begin KS2 at RAAS therefore reducing the time available to improve attainment and progress.



## 5. Desired Outcomes

Desired outcomes		Success criteria		
A.	For the writing progress score gap between disadvantaged and non-disadvantaged pupils to decrease.	<b>KS2 Indicators</b>	<b>Gap 2016-2017</b>	<b>Target Maximum Gap 2017-2018</b>
		Progress Writing	-0.96	-0.50
B.	Mathematics/Numeracy skills of disadvantaged pupils are working towards being in line with those of their non-disadvantaged peers.	<b>KS2 Indicators</b>	<b>Gap 2016-2017</b>	<b>Target Maximum Gap 2017-2018</b>
		Progress Mathematics	-2.33	-1.50
		Attainment Mathematics	-1.9	-1.00
C.	For the social, emotional and mental health needs of pupils to be catered for in a nurturing environment, with 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 junior school to be addressed.	Fewer behavioural incidents recorded for pupils.		
E.	For all lessons to be 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 access to academic and pastoral support during evenings and weekends for disadvantaged pupils who are in 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.		
G.	For pupils who join RAAS later in KS2 to achieve and progress academically in-line with their peers.	Gaps in subject knowledge to be identified and addressed quickly.		

## 6. Planned expenditure 2017 - 2018

### 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	Senior Learning Coach for KS2, focusing on both SEN and disadvantaged pupils.	Sharing the responsibility of supporting disadvantaged pupils amongst key staff. Ensuring that all teachers are aware of needs and strategies to support	Weekly meetings with SENCO and lead for disadvantaged pupils.	ELG/SR1/CSH	Summer 2018
	Termly structured NFER testing (Y3-Y5)	Standardised scores will allow for accurate tracking of pupil attainment and progress. This will allow areas of concern to be highlighted and addressed.	Effective data analysis for each set of tests. Meetings with KS2 staff to discuss results and concerns.	SR1/CSH	Termly. Review of entire testing programme summer 2018.
	Appointment of Director of Teaching and Learning.	To support Quality First Teaching across the whole school.	Regular appraisals and tracking of lesson observations.	MDI/KRO	Summer 2018.
<b>Total budgeted cost</b>					£15000

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 Surrey Specialist Teachers in Practise for Behaviour Support and Learning & Language.	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 2018.
Gaps in subject knowledge closed.	Continuation of the 121 tuition programme.  Booster groups for numeracy and literacy.	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 books to record each tutor session. Monitoring of grades against MEG's. Feedback from classroom teacher.	ELG/CSH	Ongoing. Review of overall tuition summer 2018.

<p>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.</p>	<p>Development of a variety of targeted provisions, available for individual pupils where appropriate.</p> <ul style="list-style-type: none"> <li>• 5 Minute Boxes – Literacy and Numeracy</li> <li>• Reading Comprehension Schemes</li> <li>• Teaching Clocks/Watches</li> <li>• Turnabout (Working Memory)</li> <li>• Catch Up Literacy</li> <li>• Precision Teaching</li> <li>• Lexia</li> </ul> <p>Purchase and implementation of assessment materials to allow gaps in learning to be identified.</p> <ul style="list-style-type: none"> <li>• ARTI (Access Reading Test Interactive)</li> <li>• AMTI (Access Mathematics Test Interactive)</li> <li>• CTOPP (Comprehensive Test of Phonological Processing)</li> <li>• Eye Tests</li> <li>• LUCID</li> </ul>	<p>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.</p>	<p>Each Learning Coach will be responsible for a single intervention. Each intervention will be tracked with an input and output measure.</p>	<p>ELG</p>	<p>Ongoing review of individual interventions. Full review of interventions Summer Term 2018.</p>
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<p>Developing and supporting self-confidence and improving mental health of vulnerable pupils.</p>	<p>Continued development of provisions to support Social, Emotional and Mental Health needs of pupils.</p> <ul style="list-style-type: none"> <li>• 2 x Full Time Counsellors</li> <li>• 7 trained ELSA's</li> <li>• Mentor programme</li> <li>• Peer mentors</li> <li>• Lunch Club</li> <li>• Educational Psychologist</li> </ul>	<p>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.</p> <p>The school is trying to develop a graduated approach to supporting SEMH needs, ensuring the right provision at the right time.</p>	<p>Each provision is monitored by the individual staff lead. Professional judgement will be required to see if the provision should be continued or ceased.</p> <p>Regular reports from each adult based provision (not peer mentoring, for example) to track and monitor progress.</p>	<p>ELG</p>	<p>Ongoing.</p>
<b>Total budgeted cost</b>					<p>£25,000</p>

## 7. Review of expenditure 2016 - 2017

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
Reduction in the attainment and progress gap for all disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Additional Literacy and Numeracy class for Y6 to reduce class sizes.</li> </ul>	<p><b>Progress gap</b></p> <p>The progress score gap between disadvantaged and non-disadvantaged decreased in Reading by 2.72 and showed that on average disadvantaged pupils exceeded expected progress.</p>	<p>More of a focus needs to be placed on Writing – the progress score gap for this increased by 0.23.</p>	£9000
	<ul style="list-style-type: none"> <li>- Numeracy booster groups across all of KS2.</li> </ul>	<p>The progress score gap significantly reduced by 4.42.</p> <p><b>Attainment gap</b></p> <p>The attainment gap decreased in Reading, Maths and GPS. This was particularly significant in GPS where disadvantaged attainment was higher than their non-disadvantaged peers.</p>	<p>Although maths gaps have reduced, the progress score for disadvantaged pupils is lower than the national average (-2.38). Higher achieving pupils need to be targeted to ensure they are meeting their expected progress.</p>	£1200
	<ul style="list-style-type: none"> <li>- NFER assessments – Y3 to Y5</li> </ul>	<p>High impact – standardised scores allows for progress to be shown through quantitative data. It also highlights areas of weakness where interventions need to be implemented.</p>	<p>Assessments were completed in the Autumn and Summer term. For the academic year 2017-2018 an additional assessment will be completed in Spring to allow for more accurate monitoring.</p>	£2000

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
Reduction in the attainment and progress gap for all disadvantaged pupils.	<ul style="list-style-type: none"> <li>- One to one literacy and maths tuition.</li> </ul>	Pupils across KS2 were included in this provision to provide early intervention before reaching year 6. Feedback from teachers was positive and impact was evident in the nfer assessments.	Provision needs to be reviewed more frequently to ensure it can be provided to a larger group of pupils.	£3700
	<ul style="list-style-type: none"> <li>- Prep support – 5 times a week</li> </ul>	This is a strong provision for the junior school. As well as assisting with prep it also supports the pupils with organisation and confidence.	This provision will be continued in 2017-18.	£1800
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.  &  Behavioural issues across KS2 to be addressed.	<ul style="list-style-type: none"> <li>- Mentoring</li> <li>- ELSA – Emotional Literacy Support Assistant.</li> </ul>	High impact. The counselling service is well received however it is at full capacity. It is support well by ELSA with an increased number of trained ELSAs for 2016-17, including the senior learning coach for KS2. Feedback from teachers has been positive with regards to behaviour in the classroom.	This provision will be continued in 2017-18. Investigation into potentially increasing the number of trained ELSAs further.	£7000
	<ul style="list-style-type: none"> <li>- 2 full time in-school counsellors</li> </ul>			