

# Royal Alexandra & Albert School



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

2018 - 2019

**This report was originated by Eileen Greer, Director of Inclusion**

# Table of Contents

<b>1. SUMMARY INFORMATION</b> .....	ERROR! BOOKMARK NOT DEFINED.
CONTEXT.....	ERROR! BOOKMARK NOT DEFINED.
BACKGROUND TO PUPIL PREMIUM FUNDING.....	ERROR! BOOKMARK NOT DEFINED.
OUR APPROACH .....	ERROR! BOOKMARK NOT DEFINED.
<b>2. ATTAINMENT / PROGRESS – 2017/2018</b> .....	<b>6</b>
<b>3. ATTAINMENT AND PROGRESS – ACTUAL RESULTS JUNE 2018</b> .....	ERROR! BOOKMARK NOT DEFINED. <b>6</b>
<b>4. BARRIERS TO FUTURE ATTAINMENT</b> .....	ERROR! BOOKMARK NOT DEFINED.
<b>5. DESIRED OUTCOMES</b> .....	ERROR! BOOKMARK NOT DEFINED. <b>7</b>
<b>6. PUPIL PREMIUM PLAN 2018 - 2019</b> .....	ERROR! BOOKMARK NOT DEFINED. <b>8</b>
<b>7. REVIEW OF EXPENDITURE 2017 - 2018</b> .....	<b>12</b>

## 1. Summary information

<b>Academic Year</b>	18-19	<b>Date of most recent Review</b>	September 2018
<b>Total number of pupils</b>	155	<b>Date for next internal review of this strategy</b>	September 2019
<b>Disadvantaged Pupils</b>	19 (12%)	<b>Total Pupil Premium Budget</b>	£35860
<b>Service Pupils</b>	17	<b>Service Premium Funding</b>	£5100

### 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;
- Ensure that Service Premium is used to promote the well-being and pastoral support of service pupils.
- 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 2018-2019 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 Overview 2017-2018

- Progress and Attainment of disadvantaged pupils was lower than for other pupils in all areas. This will have an impact across the curriculum.
- Gaps in all areas increased on the previous year.
- Progress in Writing was better than progress in Reading and Maths.

## 3. Attainment and Progress – Actual results June 2018

Progress				
		Disadvantaged (7 pupils)	Non – dis. (43 pupils)	Gap 17-18
Progress	Reading	-2.28	2.74	<b>5.03</b>
	Writing	-0.88	0.42	<b>1.30</b>
	Mathematics	-1.75	3.72	<b>2.33</b>

% Achieving Expected Standard			
	Disadvantaged (7 pupils)	Non-Disadvantaged (43 pupils)	Gap 2017-2018
<b>Reading</b>	29%	74%	<b>46%</b>
<b>Writing</b>	57%	81%	<b>24%</b>
<b>Maths</b>	29%	79%	<b>50%</b>
<b>GPSV</b>	57%	79%	<b>22%</b>

## 4. Barriers to future attainment

### In School Barriers

<b>A.</b>	Numeracy and literacy skills of disadvantaged pupils can be lower than those of their non-disadvantaged peers.
<b>B.</b>	Social, emotional and mental health issues can be prevalent in a large proportion of disadvantaged pupils.
<b>C.</b>	Disadvantaged pupils may also have special educational needs.

### External barriers

<b>D.</b>	Complex family circumstances can impact on well-being and engagement with education.
<b>E.</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

<b>A.</b>	<p>Mathematics/Numeracy skills of disadvantaged pupils are working towards being in line with those of their non-disadvantaged peers.</p> <p>The Reading gap reduces to be no larger than that for Writing.</p>
<b>B.</b>	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.
<b>C.</b>	Early identification of SEN so that appropriate provision can be put in place.
<b>D.</b>	Wellbeing of pupils is monitored and promoted. Links with parents are strong and productive.
<b>E.</b>	Screening procedures identify gaps early so that appropriate strategies can be put in place to enable pupils who join RAAS later in KS2 to achieve and progress academically in line with their peers.

## 6. Pupil Premium Plan 2018 - 2019

Desired Outcome	Provision	Rationale	Review	Cost
High quality, consistent and well-planned support for disadvantaged students, leading to improved outcomes.	Appointment of Junior School SENCo and Inclusion Coordinator.	Improved leadership in Junior School will promote a stronger focus on outcomes and support for disadvantaged students.	September 2019	£2000
Literacy and Numeracy Gaps are closing.	A range of targeted interventions to support gaps in Literacy and Numeracy: <ul style="list-style-type: none"> <li>• Catch Up Literacy and Numeracy Programmes</li> <li>• Lexia</li> <li>• 1-1 and small group tuition</li> </ul>	Impact reports for these interventions have been positive. Pupils engage well and the individualised nature of these interventions supports good progress.	Pupil progress assessed once per term or at end of programme.	£1000
Barriers to Learning removed  Better consistent wave one teaching across school	Support from Surrey Specialist Teachers for Inclusive Practice <ul style="list-style-type: none"> <li>• 1-1 sessions to focus on Literacy and Behaviour.</li> <li>• Junior EASEL Programme delivered across school</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support of this type has previously had positive impact. Pupils learn strategies for use within the classroom, which will hopefully have an impact on progress and attainment across different subject area.</li> <li>• Greater impact across the school when teachers use consistent approaches focussed on pupil needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Each provision will have an appropriate review date, identified on provision map.</li> <li>• Summer 2019</li> </ul>	£12000



Desired Outcome	Provision	Rationale	Review	Cost
Pupils feel happy and well-supported in school, and are engaged successfully with learning.	A range of targeted provisions to support social, emotional and mental health of pupils: <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Mentor Programme</li> <li>• Peer Mentors</li> <li>• Lunch Club</li> <li>• Prep Club</li> </ul>	We have seen that social, emotional and mental health issues can have a serious negative impact on a pupil's ability to engage successfully with education. Provisions targeted at supporting these pupils can provide a way of mitigating these effects and allow the pupil to overcome difficulties.	Each provision will have an appropriate review date, identified on Provision Map	£1000
Emotional and mental well-being are supported, and issues can be identified and addressed.	Counselling Service	For those pupils with a higher level of SEMH need counselling has proved an invaluable support, which is well accessed by pupils.	Summer 2019	£6000
High quality resources are available throughout the school.	Resources to support and enhance classroom provision e.g <ul style="list-style-type: none"> <li>• Accelerated reader</li> <li>• Laptops</li> <li>• Reading Pens</li> </ul>	Quality first Teaching is supported by appropriate resources to enhance support of disadvantaged pupils and ensure that rationale and impact measures are considered.	Summer 2019	£1000
Pupils' aspirations, resilience and engagement improve.	Whole school focus on Growth Mindset and Quality First Teaching led by Director of Teaching and Learning.	Institutional change led by key senior staff is more likely to result in changed behaviours and consistency across the school.	Summer 2019	£1000

Desired Outcome	Provision	Rationale	Review	Cost
Pupils are well-supported in lessons and can access high quality targeted provisions.	Training to develop expertise of Learning Coach Team	Well-trained and well-deployed support staff have been shown to add value. Training positively impacts motivation and effectiveness.	Summer 2019	£2000
Pupils have access to a range of positive experiences in school to support academic progress engagement and well-being.	Trips and Visits	Trips and visits improve cultural capital, social skills, engagement and aspiration.	Summer 2019	£1000
Pupils are supported to access the curriculum and the full range of opportunities offered by the school.	Additional provision to support attendance, engagement and well-being. E.g. -uniform items - PE kit - text books - transport - classroom equipment	Pupil premium should be used to mitigate the effects of economic disadvantage, especially when this impacts on the ability to engage with academic and social activities in school.	Autumn 2019	£1000
ELT continues to work effectively with disadvantaged pupils to improve progress, attainment and well-being.	Continued development of ELT departmental resources, including provision mapping software.	ELT study room is an important hub in the school, is well-accessed by pupils and highly valued by staff throughout the school.	Autumn 2019	£1000

Desired Outcome	Provision	Rationale	Review	Cost
A range of staff across the school contribute to the support of disadvantaged pupils.	Staffing to ensure high quality academic and pastoral support for disadvantaged students	Disadvantaged pupils are a key group in the school and all staff need to be aware of needs and a coherent approach adopted across the school.	Autumn 2019	£5000
<b>Total projected spend</b>			<b>£34000</b>	

## 7. Review of expenditure 2017- 2018

Desired outcome	Chosen action / approach	Estimated impact	Cost
Improved attainment across the curriculum, reduction in gap	Senior Learning Coach for KS2, focusing on both SEN and disadvantaged pupils.	Although gaps did not decrease the team was able to put in place appropriate and coherent plans for disadvantaged pupils and those pupils made progress. Better communication meant that issues were identified and addressed at an earlier stage.	£500
	Termly structured NFER testing (Y3-Y5)	Effective data analysis enabled concerns to be identified and impact to be measured.	£2500
	Appointment of Director of Teaching and Learning.	Greater awareness among teaching staff of Quality First Teaching. Focussed programme of learning walks to promote high standards. Development and promotion of Teaching Communities maintain high profile of Wave One provision.	£2500
Expert use of external agencies to support the progress of pupils.	Buy back Surrey Specialist Teachers in Practise for Behaviour Support and Learning & Language.	This service has been invaluable in the support of vulnerable pupils. Being able to discover fully the barriers to learning and put in place strategies recommended by accessible professionals, has worked well. Pupils and parental feedback is consistently positive.	£10000
Gaps in subject knowledge closed.	Continuation of the 121 tuition programme. Booster groups for numeracy and literacy.	Provisions were implemented and progress was made for pupils, but this was inconsistent and did not result in gaps closing overall.	£1200

<p>For the school to ensure the right provision at the right time is implemented.</p> <p>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>Assessments have been implemented but need to be developed further.</p> <p>Provisions have shown an impact individually and now need rolling out as full and considered programmes. Provision Map software is being used to track and monitor the impact of provisions.</p>	<p>£3000</p>
<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>The counselling service is well received and offers valuable support to a range of pupils. It is supported well by ELSA. The referral process has been reformed and now allows for closer monitoring of impact.</p> <p>Feedback from teachers has been positive with regards to behaviour in the classroom.</p>	<p>£5500</p>