

Royal Alexandra & Albert School



Pupil Premium Strategy Report **Secondary School**

2017 - 2018

This report was originated by Emma Glover, Assistant Head

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1. Summary information

Academic Year	17-18	Date of most recent Review	September 2017
Total number of pupils	712	Date for next internal review of this strategy	Summer 2018
Disadvantaged Pupils	101 (14%)	Pupil Premium Funding	£113,765
Service Pupils	88	Service Premium Funding	£26,400
<u>Total Funding</u>		£140,165	

Introduction

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 or who are service pupils. 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 allocate **Pupil Premium** 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)

The criteria used to allocate **Service Premium** are:

- A pupil who has had at least one parent serve in the armed forces either currently, or in the last 5 years.

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 through the development of quality first teaching. 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 at any given time.

2. Attainment / Progress - Overview

From Examination Results - Summer 2017

Areas of Strength	<ul style="list-style-type: none">• The progress and attainment gap narrowed in all bar one area.• The trend is showing a consistent narrowing of the gap.• English and Mathematics progress scores were above 0.• English in particular narrowed the progress and attainment gap significantly.
Areas for Development	<ul style="list-style-type: none">• Disadvantaged pupils progress 8 scores were below their non-disadvantaged peers, particularly in mathematics.• The attainment gap for mathematics has increased.

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

The data below is the headlines figures from the Y11 cohort from 2016-2017.

** P8 data is only available for 108 pupils in KS4 due to a 72% coverage of pupils with KS2 results.

KS4		Disadvantaged (20 Pupils)**	Non-Disadvantaged (88 Pupils)**	Gap	Gap 2015-2016	Trend
Progress 8	Overall	-0.09	0.37	0.46	0.77	Gap Reduced by 0.31
	English	0.22	0.45	0.23	0.78	Gap Reduced by 0.55
	Mathematics	0.05	0.40	0.35	0.60	Gap Reduced by 0.25
KS4		Disadvantaged (20 Pupils)	Non-Disadvantaged (130 pupils)	Gap	Gap 2015-2016	Trend
Attainment 8	Overall	40.6	50.2	9.6	9.77	Gap Reduced by 0.17
	English	9.5	10.8	1.3	2.13	Gap Reduced by 0.83
	Mathematics	7.9	9.7	1.8	1.65	Gap Increased by 0.15
KS4		Disadvantaged (20 Pupils)	Non-Disadvantaged (130 Pupils)	Gap	Gap 2015-2016	Trend
Thresholds	9 to 4 (A* to C) English	80%	88%	8%	16%	Gap Reduced by 4%
	9 to 4 (A* to C) Mathematics	65%	82%	17%	30%	Gap Reduced by 9%
	9 to 4 (A* to C) Eng & Maths	80%	78%	2%	26%	Gap Reduced by 8%
	5 A* to C inc Eng & Maths (9 - 4)	55%	73%	18%	37%	Gap Reduced by 15%

4. Barriers to future attainment

In School Barriers

A.	Numeracy and literacy skills of disadvantaged pupils are generally lower than those of their non-disadvantaged peers.
B.	There are gaps in the attainment of disadvantaged pupils compared to non-disadvantaged pupils, particularly in mathematics, history and PE. Some pupils find accessing a fully academic curriculum difficult and require bespoke provision.
C.	Social, emotional and mental health issues are prevalent in a large proportion of disadvantaged pupils.
D.	The behaviour of groups of pupils across the school is having a detrimental effect on the effective education and academic progress of disadvantaged pupils and their peers. Low aspirations are affecting pupil behaviour and their attitude to learning. Attendance of some pupils continues to be an issue.
E.	There are 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 weekends. This is particularly true for LAC and Post LAC.
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5. Desired Outcomes

	Desired outcomes	Success criteria												
A.	Mathematics/Numeracy skills of disadvantaged pupils are working towards being in line with those of their non-disadvantaged peers.	<p>Key indicators to be achieved:</p> <table border="1"> <thead> <tr> <th>KS4 Indicators</th> <th>Gap 2016-2017</th> <th>Maximum Gap 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Progress Mathematics</td> <td>-0.35</td> <td>-0.2</td> </tr> <tr> <td>Attainment Mathematics</td> <td>-1.8</td> <td>-1</td> </tr> <tr> <td>% Good Pass Mathematics</td> <td>-17%</td> <td>-10%</td> </tr> </tbody> </table>	KS4 Indicators	Gap 2016-2017	Maximum Gap 2017-2018	Progress Mathematics	-0.35	-0.2	Attainment Mathematics	-1.8	-1	% Good Pass Mathematics	-17%	-10%
KS4 Indicators	Gap 2016-2017	Maximum Gap 2017-2018												
Progress Mathematics	-0.35	-0.2												
Attainment Mathematics	-1.8	-1												
% Good Pass Mathematics	-17%	-10%												
B.	The gaps in the attainment of disadvantaged pupils compared to non-disadvantaged pupils, particularly in mathematics, history and PE improve.	<p>Key indicators to be achieved:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Average Attainment Gap 2016-2017</th> <th>Attainment Target Maximum Gap 2017-2018</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>-0.92</td> <td>-0.5</td> </tr> <tr> <td>History</td> <td>-1.36</td> <td>-0.5</td> </tr> <tr> <td>PE</td> <td>-2.11</td> <td>-0.5</td> </tr> </tbody> </table>	Subject	Average Attainment Gap 2016-2017	Attainment Target Maximum Gap 2017-2018	Mathematics	-0.92	-0.5	History	-1.36	-0.5	PE	-2.11	-0.5
Subject	Average Attainment Gap 2016-2017	Attainment Target Maximum Gap 2017-2018												
Mathematics	-0.92	-0.5												
History	-1.36	-0.5												
PE	-2.11	-0.5												
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.	Use of specific data from ELSA/Counselling/Mental Health screeners to be analysed.												
D.	<p>A reduction in behavioural incidents across the school and for quality first teaching to be able to take place.</p> <p>For pupils to have a clear plan of progression in place with ideas about future careers and further education.</p> <p>Attendance of all pupils and specific subgroups to be improved.</p>	<p>To see a reduction in behaviour incidents, where comparing 2016-2017 to 2017-2018.</p> <p>Increase in pupils attending careers interviews and accessing careers advice.</p> <p>Improvement in attendance figures for key cohorts.</p>												
E.	Improvement of wave one teaching across the school.	All teaching in all classrooms to be at least good.												
F.	For pupils who are disadvantaged and boarders to be supported during evening and weekend hours, by boarding staff.	A secure staffing to support pupils during boarding hours.												

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?
Improvement of wave one teaching across the school.	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
	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 2018.	ELG/CSH ELG	Summer 2017
	Development of IT resources to allow for greater engagement.	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. <ul style="list-style-type: none"> Attachment ADHD Differentiation 	Improving understanding and training level of all teaching staff and learning coaches.	Evidenced in observations.	ELG/KRO	Summer 2018

	Provision Catalogue to be developed to include details of all provisions available within school.				
	<p>Weekly training to be provided for Learning Coaches to develop the expertise across the school.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Attachment • Access arrangements • Bereavement <p>Learning Plan writing</p>	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.
Mathematics/Numeracy skills of disadvantaged pupils are working towards being in line with those of their non-disadvantaged peers.	<p>Key school priority of focussing on mathematics teaching and learning.</p> <p>Separate key staff for each key stage in place for enhancing provision for disadvantaged pupils in mathematics.</p> <p>Intervention groups and 121 tuition provided to key cohorts.</p> <p>Training provided for maths teachers to ensure effective wave one teaching is in place.</p> <p>Development of feedback methods within the team.</p> <p>Weekly meetings re: intervention within mathematics.</p> <p>Learning Coach with a specific responsibility for mathematics.</p>	<p>Mathematics has shown to be an area where results are lower than what they should be, both at KS2 and KS4.</p> <p>A more rigorous approach is being taken to quality assure the department and ensure effective leadership and management.</p>	<p>ELG to monitor weekly through meetings with HOD and 2ic's.</p> <p>ELG to monitor through attendance at dept meetings (also as maths teacher).</p> <p>KRO to monitor as line manager to department.</p>	ELG/KRO/JFO	Mid-year review in February. Full review Summer 2018.

	Catch Up Numeracy used in Y6 to Y9. Dyscalculia assessments and diagnostic tools to identify weakness areas.				
Total budgeted cost					£50,000

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 2018.
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 2018.
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	Development of a variety of targeted provisions, available for individual pupils where appropriate. <ul style="list-style-type: none"> • 5 Minute Boxes (KS2) – Literacy and Numeracy • Reading Comprehension Schemes 	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.	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 2018.

<p>measure of impact for each provision.</p>	<ul style="list-style-type: none"> • Teaching Clocks/Watches • Turnabout (Working Memory) • Catch Up Literacy • Precision Teaching • Lexia <p>Purchase and implementation of assessment materials to allow gaps in learning to be identified.</p> <ul style="list-style-type: none"> • ARTI (Access Reading Test Interactive) • AMTI (Access Mathematics Test Interactive) • CTOPP (Comprehensive Test of Phonological Processing) • Eye Tests <p>LUCID</p>	<p>Further investigation would be completed and the correct provision identified.</p> <p>Catch Up Literacy has been shown to have</p>			
<p>Developing and supporting self-confidence and improving mental health of vulnerable pupils.</p>	<p>Development of provisions to support Social, Emotional and Mental Health needs of pupils.</p> <ul style="list-style-type: none"> • 2 x Full Time Counsellors • 7 trained ELSA's • Mentor programme • Peer mentors • Lunch Club • Educational Psychologist • Off-site therapists providing CBT and EMDR 	<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</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>

		SEMH needs, ensuring the right provision at the right time.			
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.	<ul style="list-style-type: none"> • 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. 	<p>Previous years' experience have shown that this helps develop the trust and feeling of part of the school.</p> <p>It has also helped develop the role of the Key Worker.</p>	All spends to go through ELG and CSH for authorisation.	ELG / CSH	Ongoing review of individual items.
Total budgeted cost					£10,000

	disadvantaged pupils within Key Stages.	in working with pupils with differing needs.	disorders and working with pupils with emotional difficulties.	
	Development of IT resources to allow for greater engagement. (Installed April 2017)	Low/Medium: Promethean screens have been installed in 20 classrooms across the school.	Teachers are to be trained on using the boards and developing teaching styles to suit. Further impact will be evaluated in 2017-2018.	£9,000
	Training arranged to support all teachers deliver Quality First Teaching. <ul style="list-style-type: none"> • Attachment • ADHD • Differentiation 	Medium Training needs are addressed regularly through INSET.	Training to continue on a rolling programme in 2017-2018.	£3,000
Safe space available for improved access to education.	Development of the ELT Study Room to include <ul style="list-style-type: none"> • ICT facilities • A calm and uncluttered environment in appropriate calming colours. • Consistent staffing. Access to curriculum through technology (Visiobook / Reading Pens / Laptops)	High: The Study Room has become a hub within the school. It is used all day every day and is now fully staffed.		£35,000

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
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).	High – 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.	This buy back works well within our school and we have increased our service level for 2017-2018.	£20,000
Gaps in knowledge closed.	Continuation of programme of 121 tuition.	Medium – the one to one programme has proven to be successful, when the correct pupil has been paired with the correct adult. We have regularly reviewed the tutors and ceased working with those who showed little impact.	We have focussed on quality rather than quantity of 121 tuition. Well experienced tutors have been appointed, and where possible, classroom teachers have been used.	£5,000
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. <ul style="list-style-type: none"> • 5 Minute Boxes (KS2) – Literacy and Numeracy • Reading Comprehension Schemes • Teaching Clocks/Watches • Turnabout (Working Memory) 	Medium – Assessments have been implemented but need to be developed further. Provisions have shown an impact individually and now need rolling out as full and considered programmes.	All these provisions will continue into 2017-2018, with a focus on entrance and exit data.	£20,000

	<ul style="list-style-type: none"> • Catch Up Literacy • Precision Teaching • Lexia <p>Purchase and implementation of assessment materials to allow gaps in learning to be identified.</p> <ul style="list-style-type: none"> • ARTI (Access Reading Test Interactive) • AMTI (Access Mathematics Test Interactive) • CTOPP (Comprehensive Test of Phonological Processing) • Eye Tests LUCID 			
<p>Developing and supporting self-confidence and improving mental health of vulnerable pupils.</p>	<p>Development of provisions to support Social, Emotional and Mental Health needs of pupils.</p> <ul style="list-style-type: none"> • 2 x Full Time Counsellors • 7 trained ELSA's • Weekly visiting Art Therapist • Local Equine Therapist • Mentor programme • Peer mentors • Lunch Club • Educational Psychologist 	<p>High - 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.</p>	<p>This provision will be continued in 2017-18. Investigation into potentially increasing the number of trained ELSAs further. Also further development of counselling services offered by other therapists (CBT, EMDR)</p>	<p>£25,000</p>

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.	<ul style="list-style-type: none"> • 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. 	High.	This is an invaluable resource to support our most vulnerable pupils.	£10,000.