

# Royal Alexandra & Albert School



## Pupil Premium Strategy Report **Senior School**

2018-2019

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## 1. Summary information

<b>Academic Year</b>	18-19	<b>Date of most recent Review</b>	2018
<b>Total number of pupils</b>	724	<b>Date for next internal review of this strategy</b>	September 2019
<b>Disadvantaged Pupils</b>	84	<b>Pupil Premium Funding</b>	£105,840
<b>Service Pupils</b>	92	<b>Service Premium Funding</b>	£27,300

### 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;
- For Service Premium ensuring that funding is used to promote well-being and offer enhanced pastoral support.
- 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 at any given time.

## 2. Attainment / Progress - Overview

From Examination Results - Summer 2018

<b>Areas of Strength</b>	<ul style="list-style-type: none"><li>• For those students who sat examinations in school the progress and attainment gap narrowed in all areas.</li><li>• The trend is showing a consistent narrowing of the gap.</li><li>• All progress scores were above 0.</li><li>• English in particular narrowed the progress and attainment gap significantly.</li></ul>
<b>Areas for Development</b>	<ul style="list-style-type: none"><li>• When all disadvantaged students on roll, including those who did not sit examinations in school, are taken into account, the progress and attainment gap increased on last year and the year before.</li><li>• Outcomes for disadvantaged students in Maths were worse than in English or overall.</li></ul>

### 3. Attainment /Progress – Actual Results

The data below shows the figures for the Year 11 cohort of 2017-2018  
Where 2 sets of data appear the figure in blue includes all pupils, including those who were educated off site.

KS4		Disadvantaged ( 10/16 pupils)		Non-Disadvantaged (110/115 pupils)		Gap 2017-2018		Gap 2016 - 2017	Gap 2015-2016
Progress 8	Overall	0.26	-0.81	0.74	0.57	0.5	1.38	0.8	0.7
	English	0.57	-0.53	0.6	0.43	0.04	0.96	0.55	0.8
	Mathematics	0.03	-0.78	0.65	0.53	0.6	0.5	0.8	0.6
KS4		Disadvantaged ( 10/16 pupils)		Non-Disadvantaged ( 110/115 pupils)		Gap 2017-2018		Gap 2016 - 2017	Gap 2015-2016
Attainment 8	Overall	48.2	33.9	55.1	53.4	6.9	19.5	9.3	9.7
	English	11.0	8.13	11.4	11.08	0.4	2.95	1.3	2.1
	Mathematics	8.8	6.38	10.5	10.3	1.7	3.92	1.8	1.6
KS4		Disadvantaged ( 10/16 pupils)		Non-Disadvantaged (110/115 Pupils)		Gap 2017-2018		Gap 2016 - 2017	Gap 2015-2016
Thresholds	9 to 4 English	100%	69%	95%	90%	-5%	22%	12%	16%
	9 to 5 English	70%	50%	78%	75%	8%	25%	17%	
	9 to 4 Maths	70%	44%	82%	80%	12%	36%	21%	30%
	9 to 5 Maths	30%	19%	68%	65%	38%	46%	29%	
	9 to 4 Eng & Maths	70%	44%	82%	77%	12%	33%	18%	26%
	9 to 5 Eng & Maths	30%	19%	60%	57%	30	39%	28%	

## 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>	Low aspirations can affect pupil behaviour and their attitude to learning. Attendance of some pupils continues to be an issue.
<b>D.</b>	There are gaps in consistency of wave one teaching across the school.

### External barriers

<b>E.</b>	Disadvantaged pupils who are also boarders require extra pastoral support in the evenings and weekends. This is particularly true for LAC and Post LAC. Complex family circumstances can impact on well-being and engagement with education.
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## 5. Pupil Premium Plan 2018 - 2019

Desired Outcome	Provision	Rationale	Review	Cost
Gaps in knowledge closed and improved engagement and confidence.	My Tutor on-line 1-1 tuition	Through using a range of tutors and harnessing technology we hope to engage more pupils with effective tutoring in Maths and/or English. EEF reports that 121 tuition can add on average 5 months progress.	End of 12-week programme, with view to continuing provision.	£4000
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 if these interventions supports good progress.	Pupil progress assessed once per term or at end of programme.	£3000
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>Senior 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>	£15000

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>• Changing Lives Through Horses Programme</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	£4000
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	£10000
High quality resources are available throughout the school.	IT 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>	Curriculum areas identify appropriate resources to enhance support of disadvantaged pupils and ensure that rationale and impact measures are considered.	Summer 2019	£2000

Desired Outcome	Provision	Rationale	Review	Cost
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
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.	Autumn 2019	£5000
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	£4000

Desired Outcome	Provision	Rationale	Review	Cost
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	£2000
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	£60000
<b>Total Projected Cost</b>			<b>£103000</b>	

## 6. Review of expenditure 2017- 2018

### Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Cost
Improvement in wave one teaching across the school	Appointment of Director of Teaching and Learning.	Medium 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.	£5000
	Training arranged to support all teachers to deliver Quality First Teaching.	Medium Monthly 'Learning and Community' training sessions for all teachers focusing on a range of areas to achieve Quality First Teaching.	£2000
	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.	£9000
Mathematics/Numeracy Skills of disadvantaged pupils are working towards being in line with those of their non-disadvantaged peers. Overall progress gap closing.	Continued roles of 'Lead for disadvantaged pupils for Maths, English and Science.	Medium/High: Science, in particular, made good progress in supporting disadvantaged pupils across the year  Progress and attainment gaps for English, Maths and Science narrowed for those disadvantaged pupils educated on site.	£7500

	Senior Learning Coaches, with a responsibility for disadvantaged pupils within Key Stages.	Senior learning coaches' expertise is growing with regard to needs and approaches within their Key Stage, and they are working more effectively with learning coaches and teachers to ensure appropriate support and provision.	£500
	Weekly training to be provided for Learning Coaches to develop the expertise across the school. Topics include: <ul style="list-style-type: none"> <li>• ELKLAN</li> <li>• Access Arrangements</li> <li>• Occupational Therapy</li> <li>• Provision Mapping</li> <li>• Resources</li> </ul>	The learning coach team has become more knowledgeable and effective as a result of regular training sessions and confidence and job satisfaction have increased. Learning Coaches offer valuable support both in lessons and when delivering targeted provisions.	£2000
Safe space available for improved access to education.	Development of the ELT Study Room to include <ul style="list-style-type: none"> <li>• ICT facilities</li> <li>• A calm and uncluttered environment in appropriate calming colours.</li> <li>• Consistent staffing.</li> </ul> Access to curriculum through technology (Visiobook / Reading Pens / Laptops)	High: The Study Room continues to be a hub within the school. It is used all day every day and is fully staffed.	£25000

Targeted Support			
Desired outcome	Chosen action / approach	Estimated impact	Cost
Expert use of external agencies to support the progress of pupils.	Increased 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.	£20000
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.	£5000
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"> <li>• 5 Minute Boxes (KS2) – 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> Purchase and implementation of assessment materials to allow gaps in learning to be identified.	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. Provision Map software is being used to track and monitor the impact of provisions.	£10000

	<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>		
Developing and supporting self-confidence and improving mental health of vulnerable pupils.	<p>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> <li>• Cognitive Behavioural Therapy</li> </ul>	<p>High - The counselling service is well received and offers valuable support to a range of pupils. It is supported well by ELSA.</p> <p>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>	£15000



Other approaches			
Desired outcome	Chosen action / approach	Estimated impact	Cost
Disadvantaged pupils to feel comfortable and happy, particularly in boarding.	<ul style="list-style-type: none"> <li>• Personal items (shoes, food for technology lessons, stationery, toiletries etc.)</li> <li>• Supply of food items, particularly for pupils who have not had breakfast.</li> <li>• Taxis</li> <li>• Personal laptops</li> <li>• Kindles</li> <li>• Extra boarding nights (exceeding the flexi-boarding allowance) to develop social skills.</li> <li>• School Bus to improve attendance and punctuality.</li> <li>• Flexibility in the budget built in for unplanned events within the curriculum.</li> </ul>	High. Pupils feel well –supported in boarding and issues can be dealt with quickly.	£10000.