



Pupil Premium Strategy

September 2020

Review: September 2021



What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') or have been in local authority care at any point. It is aimed at addressing the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

2020/21 Pupil Numbers and Funding

Year Group	Total	% of Year Group
7	43	18
8	50	22
9	49	20
10	42	18
11	41	19
PP Funding	£213,920	



Year 11 Attainment and Progress

	2016/2017	2017/2018	2018/2019	2019/20
Pupil Premium - number of students	48	36	47	38
KS2 Prior Attainment (PP)			4.62	4.57
KS2 Prior Attainment (NPP)			4.91	4.90
Gap on KS2			0.29	0.33
Pupil Premium (PP) 4+ EM	38%	46%	60%	62%
Non-Pupil Premium (NPPR) 4+ EM	67%	71%	78%	80%
Gap on Basic	29%	25%	18%	18%
Progress 8 PP	-0.45	-0.69	-0.18*	0.35
Progress 8 All Pupils	-0.02	-0.17	0.10*	0.47
Gap on Progress 8	-0.43	-0.52	-0.28*	-0.12
Attainment 8 PP	35.8	30.0	40.0	42.37
Attainment 8 NPP	47.9	45.8	50.7	54.07
Gap on Attainment 8	-12.1	-15.8	-10.7	11.7



Attainment 8 All Pupils	45.3	43.0	48.6	52.22
PP P8 English	-0.68	-0.57	-0.02*	0.23
NPP P8 English	-0.03	-0.09	0.18*	0.27
Gap P8 English	-0.65	-0.48	-0.20*	-0.04
PP P8 Maths	-0.45	-0.45	0.08*	0.25
NPP P8 Maths	-0.05	0.22	0.25*	0.66
Gap P8 Maths	-0.40	-0.67	-0.17*	0.41

*There will be no Progress 8 measures for 2019/2020, so these are only indicative measures from SISRA based on 2019 results.

The school has narrowed the gap by 16% based on the Progress 8 in 2019/20. However, this remains a whole school focus as detailed in the School Improvement Plan.

Disadvantaged pupils at Roding Valley High School commonly face the following multiple and often complex barriers to achievement:

In-School Barriers

- Weak literacy/numeracy
- Social and emotional barriers
- Poor diet and nutrition
- Poor parental engagement
- Behaviour



- Low self-esteem, aspiration and lack of resilience

External Barriers

- Poor attendance
- Lack of positive social interactions
- Mental illness
- Material poverty in terms of resources for learning, space to work at home
- Lack of academic role models

These barriers will be addressed through the following strategy. There is a projected amount of £213,920 funding for pupil premium during the academic year 2020/21. The whole strategy will be fully reviewed in September 2020; individual approaches will be under constant review to ensure successful implementation and evaluation. Half-termly grades events will trigger a review of the academic provision.

Academic					
Desired Outcome	Approach/Action	Evidence base and rationale	Successful implementation	Cost	Staff Lead
Increase GCSE progress and attainment of PP pupils to be in line with NPP pupils in school.	Targeted in-class interventions, which raise attainment.	Classroom teachers are best placed to offer appropriate intervention - Quality First Teaching (QFT)	ACED principles - CPD to be delivered on PP classroom interventions. Impact - QFT observed on learning walks and lesson observations.	£17,615	SENDCo/ AHT T&L



			Raising Standards training on in class intervention		
	Maths and English intervention, small group work, progress classes and one to one.	Pupils for whom classroom intervention is not sufficient and require more intense support	Regular data analysis and review of interventions- impact improved progress rankings	£61,500	Subject Leaders
	Subject level interventions – one to one and group work.	Pupils for whom classroom intervention is not sufficient and require more intense support	Data analysis and appropriate intervention in subjects - impact improved progress rankings	£14,500	Subject Leaders/ YPLs
Close numeracy gaps in KS3 pupils to ensure readiness for GCSE.	Students set on entry - progress sets and Maths clinic provided for additional one to one support. PP students will remain in the appropriate set for their prior ability and target, intervention in place for those who underachieve instead of moving set.		Early identification of gaps in learning through internal tests. Maths Mastery - Impact improvement in progress	£5,000	Lead for KS3 Maths



	<p>Overachievement will still result in a set change. Baseline testing to ensure clear profile of support are implemented</p>				
<p>Close literacy gaps at KS3 to ensure readiness for GCSE.</p>	<p>Accelerated Reader and Lexia programmes.</p> <p>DEAR (Drop Everything And Read) has had a positive impact on the reading culture of the school.</p> <p>DEAW (Drop Everything and Write) has had a positive impact on the extended writing of students.</p> <p>reading and Writing programme linked to the character and culture themes.</p>	<p>Literacy is the key building block to academic achievement, any literacy barriers must be identified early in Year 7 and intervened throughout KS3 to ensure pupils are GCSE ready.</p>	<p>Work English and Maths heads of KS3 and progress leaders- impact improved reading ages</p>	<p>£5,000</p>	<p>Head of English / SENDCo</p>



	<p>Star Writer Award - recognising students in the community for the quality of their written work.</p> <p>Focused Literacy week once a term.</p> <p>Word of the Week</p>				
	English tutor time literacy interventions.	See above.	Progress leaders and subject KS3 leaders to use data and intervene.	£7,000	Head of English/ SENDco
Quality First Teaching	Improve retention skills for all pupils in preparation for linear exams.	Retention skills are vitally important with the new linear exam system. Pupils and staff need to learn effective methods of retention and retrieval.	Rota of twilight CPD sessions delivered to staff focusing evidence based effective strategies.	£1,500	AHT - Teaching and Learning
	Ensure feedback is purposeful and effective.	Feedback proven to have a significant impact on academic attainment providing it is targeted and purposeful.	Twilight CPD sessions for all staff. Close the Gap used consistently across the school. Focussing on giving remote feedback using Google Classroom	£1,500	AHT - Teaching and Learning



	Develop consistent structure of sharing good practice	Quality CPD - Coaching model to support ACED principles	Twilight CPD sessions for all staff.	£1,000	AHT - Teaching and Learning
	Increased focus and rigour of KS3 assessments.	Consistency across assessment and evidence that PP students are supported and intervened with across the curriculum.	Effective assessment strategy implemented for Core/EBacc subjects at KS3	£2,000	DHT Progress/AHT Raising Standards
	Home Learning Provision support	Non-engagement in tasks as students find them difficult or lack understanding.	Differentiation of tasks to ensure that tasks are appropriate for students. Home Learning Support Club to be put in place.		AHT Teaching and Learning/ SENDCo

Behaviour, Attendance, Social and Emotional

Desired Outcome	Approach	Evidence Base and Rationale	Successful Implementation	Cost	Staff Lead
-----------------	----------	-----------------------------	---------------------------	------	------------



<p>To identify complex barriers to learning and create strategies for pupils at risk of exclusion.</p>	<p>Vulnerable Panel to liaise over pupils with complex needs and refer to the Hub Manager. Earlier intervention of students needed to maximise impact.</p>	<p>Some pupils require expertise to identify significant barriers or to enable an EHCP application.</p>	<p>Deputy Head and Progress Leaders to identify swiftly pupils at risk of exclusion.</p>		<p>DHT: B&S / AHT: SW SENDCo</p>
<p>To ensure whole school behaviour is impeccable ensuring all students experience a purposeful and calm learning environment.</p>	<p>Whole school behaviour improvement through embedding of PAL policy and positive environment.</p>	<p>Low level disruption can have a significant effect on the learning of vulnerable pupils; this must not be tolerated.</p>	<p>SLT and whole school monitoring and intervention with individual classes and pupils who present negative behaviour. Character and Culture programme introduced.</p>	<p>£42,000</p>	<p>DHT: B&S / AHT: SW</p>
<p>To create positive behaviour change in pupils whose behaviour is a barrier to learning.</p>	<p>Deliver behaviour management programme to staff. Refer to Vulnerable Panel as needed</p>	<p>Some pupils require structured behaviour change programme to address social and emotional barriers to learning.</p>	<p>Embed programme and review effectiveness. YPL intervention programme.</p>		<p>DHT: B&S / AHT: SW HUB</p>
<p>Improve PP attendance</p>	<p>Progress leaders work proactively to intervene swiftly with poor attenders.</p>	<p>National data on attendance and achievement.</p>	<p>Progress leaders to meet with Deputy Head to discuss intervention. SLT intervention programme.</p>		<p>£29,000</p>



Improve PP Punctuality	Progress leaders intervene with those who turn up late to school	Poor attendance for registration and P1. Evidence from P1 intervention in Year 11 last year	Improved attendance at P1		YPLs
Reduce persistent absence of PP pupils	Early intervention with pupils whose attendance was weak last year.	Internal data shows bespoke intervention improves attendance of PA pupils.	Progress leaders to meet with Deputy Head to discuss intervention.	£3,000	DHT: B&S
Improve social and emotional skills of pupils at risk of exclusion.	External agencies working with pupils at risk of exclusion.	Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions.	Deputy Head. AHT and progress leaders to identify and refer pupils through VP system.		Progress Leaders
To secure smooth transition to secondary school for most vulnerable pupils.	Thorough transition programme run by Year 7 progress leader.	It is vital that transition lead goes to every primary school to gather information on pupils and potential barriers to learning.	Year 7 progress leader to use information gathered from primary school to identify support required.		Year 7 Progress Leader



Remove mental health barriers to learning.	Continue to Employ counsellor to support pupils who are facing emotional barriers to learning. Ensure fair allocation and access to this provision for those who need it.	Mental health is increasingly affecting pupils' progress and attendance. School counsellors, whilst rarely the answer to difficulties, can offer emotional support and methods of building resilience.	Progress leaders to make referrals to DHT/AHT and Vulnerable Panel	£10,000	Progress Leader
--	---	--	--	---------	-----------------

Equal Access, Material Barriers and Aspirations

Desired Outcome	Approach	Evidence Base and Rationale	Successful Implementation	Cost	Staff Lead
Increase engagement and cultural capital of disadvantaged pupils.	PP pupils are offered music tuition on an instrument of their choice if appropriate or desired. Target to increase numbers from previous year.	Some pupils don't have the opportunity to learn an instrument of their choice or play in an orchestra, such opportunities can create different avenues in life.	Head of music to lead programme.	£10,000	Head of Music



Ensure equal access for educational experiences.	Educational trips funded.	It is important that pupils have equal access to all educational opportunities.	PP students access a greater number of opportunities.		Edu. Visits, Coord
Make sure all pupils feel included and physically part of the school.	Fund uniform and PE kit as appropriate. PTA run second hand uniform shop and discuss with Forest Casuals a way to offer a discount for PP students.	Limited impact but vital for inclusion and well-being.	Form tutors, Progress Leaders, and PE dept.		AHT: SW
Ensure pupils have as equal access to revision guides as their peers.	Revision guides for all GCSE subjects provided.	Basic resources such as revision guides should be accessible to all pupils. Previous GCSE results demonstrate the effectiveness of this.	Subject leaders to organise revision guides for pupils.		Subject Leaders/ Progress Leaders
Ensure equipment and nutrition aren't barriers to learning.	Homework club (printing, resources), stationery, Breakfast available, 50p a day additional given to all FSM students above the funded amount. School policy to keep food cheap (main meal	Homework clubs, extended school day.	No PP student hindered by lack of equipment or poor nutrition		Progress Leaders



	for 1.75 a day)				
Increase resilience of pupils at KS4.	Provide opportunities for year 10 pupils to participate in the DofE. Higher uptake than previous year.	Resilience is best learned through experience. We believe that the DofE award is one of the best ways of developing such resilience.	Year 10 progress leader and DofE leader to ensure high uptake of DofE.	£2,500	DofE Lead
Increase proportion of PP pupils progressing to sixth form study.	Director of Sixth-form run programme to increase aspirations with KS4 pupils.	All pupils have high aspirations but not all pupils know what high achievement looks like or how to achieve their best. This programme will ensure pupils are aware of options and that they make an informed and aspirational choice about their future.	Sixth-form pastoral member to arrange group work and one-to-one meetings with PPR pupil throughout year.	£1,000	Director of Sixth Form

Success Criteria

1. Minimise the in school gap in progress between PP and NPP
2. Positive Progress 8 figure for PP pupils
3. Removal of literacy barriers for PP pupils at KS3



4. Most able PP pupils achieve in line with their peers
5. Attendance of PP pupils is 96%