

Pupil Premium Report for Governors and Parents 2016/17

What is the Pupil Premium Grant?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. At Rugby Free Secondary School, our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. Through targeted interventions and renewed foci on particular key areas, we are working to eliminate barriers to learning and progress. Our aim is to ensure that students in receipt of this funding make accelerated progress as they move through the school.

Overview of the School;

Number of pupils and amount of grant received:	
Total number of pupils on roll (January 2016 census)	151
Total number of pupils eligible for PPG	40
Amount of PPG per student	£703.61
Total amount of PPG received	£28 144.50

As a new school in its first year of operation, we did not receive the full Pupil Premium Grant per pupil as the funding is lagged and schools receive their allocation following the January census, one in April and one in July.

Summary of PPG Spending 2016/17

Detailed below is a summary of all the actions taken by the school to boost the achievement and progress of our most vulnerable pupils. This equates to far more than the sum allocated for pupil premium but is a reflection of the ethos and structure of the whole school which is designed to be inclusive, confidence building and able to reduce the barriers that exist for some families and children whether this is for a short period or throughout their time at RFSS.

The analysis which follows demonstrates clearly that as a result of this ethos and the actions that have been taken, our pupil premium students have accelerated their progress and are now performing at least on an equal footing with other students. This may mean that we are able to review and set even more challenging targets for them at FFT10 as the FFT20 targets are based on prior underperformance.

Name of Provision	Additional Notes	Cost	Impact Measurement and Monitoring
<i>Intervention:</i>			
After school booster sessions	Intervention classes for pupils working below their target grades. Specialist teachers/experts used to plan/deliver and assess learning	No cost	Pupil premium students were targeted for attendance. This additional small group work was very effective in helping to ensure important concepts were understood. Attendance of target pupils was 80%.
Employment of Teaching Assistants	Pupils working below target to work with TA in small groups or 1:1	£11,760 x 2 apprentices	This was aimed at students who had the most significant barriers and provided them with additional teaching and support with homework. This gave them equity with other students and enabled them to complete quality homework.
<i>CPD:</i>			
Staff Development	Additional training to develop teaching skills that reduce variation by accelerating the progress of weaker learners and narrows the achievement gap.	£1050	Whole staff strategies which focus on quality first teaching, differentiation and scaffolding have supported weaker learners and have been a key strategy in accelerating the progress of PP students. Monitored through QA processes.
Introduction of a feedback and pupil response to marking strategy.	This has been very effective in developing a learning dialogue between teachers and students about ways to improve. Identified by the EEF as one of the most significant strategies for improving outcomes for PP students.	No cost	A very effective strategy, monitored closely by senior leaders. It is a nationally recognised high impact strategy.
<i>Curriculum:</i>			
Additional alternative provision – to provide a bespoke learning experience	Some pupils required access to courses at other local institutes. Intervention for targeted pupils with low self-esteem, interaction skills and learning skills	No cost (provided free by LA)	A small number of PP students needed this boost to their self-esteem to help them develop the resilience needed to learn effectively in class. We monitored its effectiveness through regular QA sessions Feedback from students confirmed that it made a big difference to the self-esteem of students selected

Paying for school trips	Supporting pupils to access learning off site	£614 (9 students)	This enabled all students to access the wider opportunities offered by the school, irrespective of the ability to pay. It helps to raise social capital across the school.
<i>Enrichment:</i>			
Peripatetic Music lessons for a range of instruments and singing.	To bridge the gap in cultural capital and provide pupils with a wide range of instrumental and vocal lessons	£150	Using PP spend in this way ensured that all students were able to have the opportunity to learn an instrument or sing. 1 pupil premium student has been able to access this provision.
<i>Literacy Development:</i>			
Employment of a graduate TA	To deliver 1-1 reading programs to Improve reading ages of pupils that are below target	£17,774 (17/18 students)	The data now shows that one of the reasons that the PP students are making good progress is because their reading age has improved significantly. Reading development is recognised as a key strategy in improving outcomes for PP students. The quality of the delivery by this member of staff and consequent learning has been monitored through our QA processes which have confirmed that this has been successful strategy
<i>Pastoral Support:</i>			
Employment of Family Worker	Mentor/coach pupils working below their target grades	£17,509	Often PP students have other barriers to learning. This member of staff works closely with families to overcome more substantial barriers. 2 students who had previously been permanently excluded are working hard and behaving well. Students with a poor attendance record at primary school are now attending regularly.
Employment of counsellor from MIND	The aim of supporting and providing therapy for pupils that show signs of poor achievement or symptoms of disengagement	£1,440 educational psychologist	This is a critical therapy for particular students and is often the starting point to raising self-esteem and giving students the confidence to engage fully in lessons. 14 PP students have accessed this provision and feedback from students and professionals is positive.
Hardship fund for school uniform	A hardship fund was created to support pupils with genuine needs	£61.00	Feeling equal is important for all pupils. This fund ensures that no student is ill equipped for school because parents cannot afford uniform or basic equipment. 2 PP students have been supported by this fund.

Whole School Actions

At RFSS, the highly inclusive, “Achievement for All” inspired culture creates an environment where all children thrive. In part this occurs because of the recruitment of staff who support this ethos and leaders who ensure that this culture becomes embedded as the school grows. In addition to the targeted support for Pupil Premium children in the table above, this culture and approach is intrinsic to a wide range of whole school strategies that make an important contribution in accelerating learning for PP children including:

- Employment of Outstanding teachers with a proven track record of achieving excellent results with disadvantaged children. Identified by the EEF as a significant strategy for raising the attainment of PP students.
- Recruitment and appointment of Director of Maths and Science for Sept 2017. To build a science and maths curriculum which has embedded Numeracy skills throughout. The aim is ensure that Pupil Premium children across these subject areas will be specifically targeted and monitored.
- Employment of Assistant Head teacher to lead on the delivery of a whole school literacy strategy. Identified by the EEF as a significant strategy for raising the attainment of PP students.

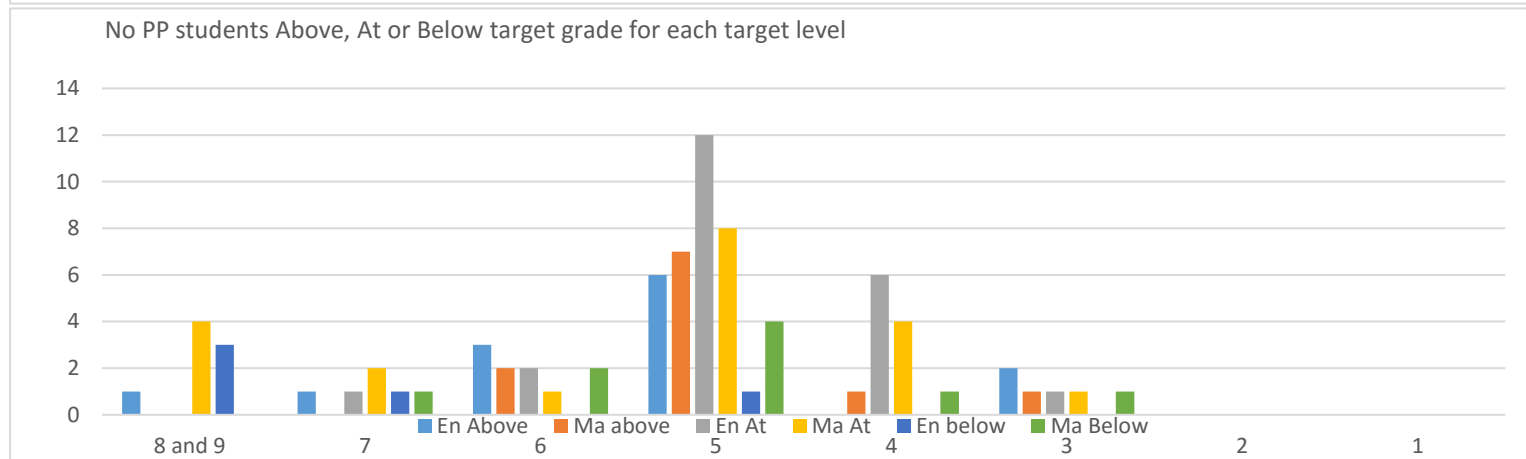
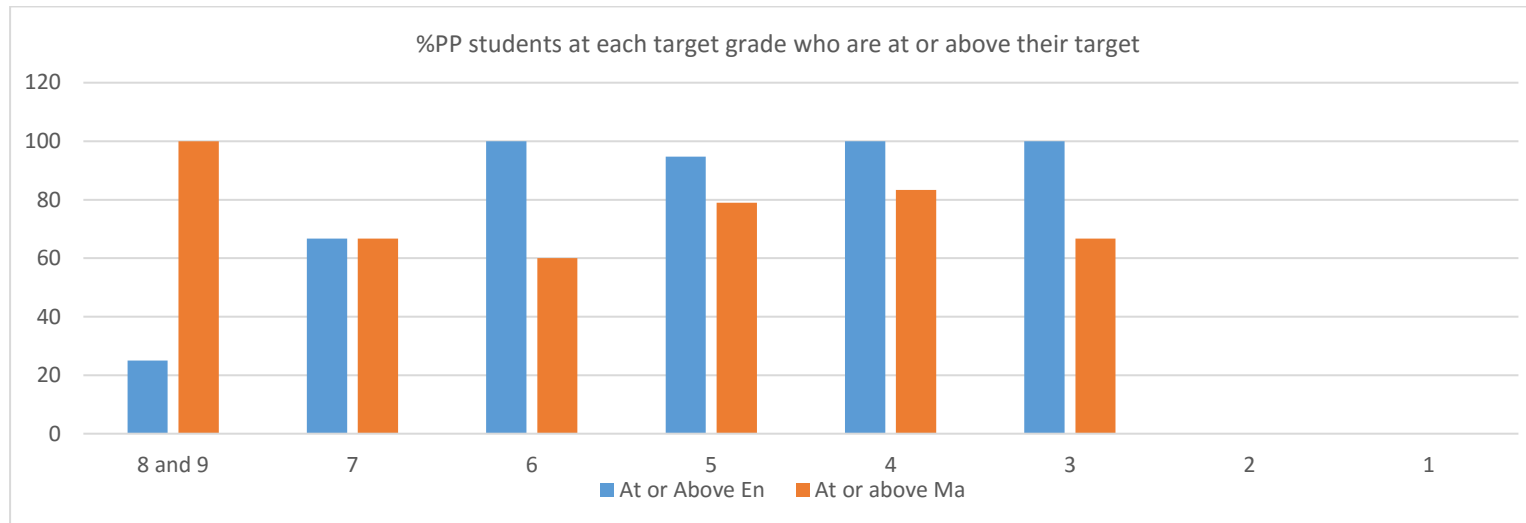
Impact of targeted and whole school strategies:

At the start of the year, KS2 outcomes demonstrated that non pupil premium pupils were on average achieving higher outcomes in all three measured areas i.e. GPS, Reading & Maths compared with the pupils in receipt of pupil premium.

The most significant gap was in Grammar, Punctuation and Spelling (GPS) where the pupil premium students averaged 98.18 and non pupil premium students average 103.47

The following table shows the impact of the interventions described above, comparing KS2 baseline data with end of year assessments which were carried out in all subjects. The end of year data includes the percentage of students At or Above (AoA) their target.

Y7 Data Collection Summer Term 2017		Baseline			English and Maths		EBACC					OPEN			
		Summary			English	Maths	Science	Geog	History	Comp Sc	Spanish	Music	Art	PE	RE & PSHE
		Name	Pupils	KS2 GPS	KS2 R	KS2 Ma	%AOA	%AOA	AoA	AoA	AoA	AoA	AoA	AoA	AoA
Pupil Premium	40.00	98.18	100.76	101.13	87.50	72.50	97.50	95.00	92.50	92.50	45.00	77.50	70.00	65.00	90.00
Non Pupil Premium	107.00	103.47	102.50	103.42	85.05	62.62	91.59	96.26	84.11	90.65	42.99	71.96	70.09	64.49	80.37
Pupil Premium Gap		-5.28	-1.74	-2.29	2.45	9.88	5.91	-1.26	8.39	1.85	2.01	5.54	-0.09	0.51	9.63



Most of our pupil premium students in year 7 had a year 11 target of a grade 5. This FFT20 target is based on their performance at KS2.

An analysis of the performance of the pupil premium students in each target band shows that in English almost 100% of pupil premium students are at or above target where they have a year 11 target grade 3 – 6.

In Maths, achievement is good but shows more variation

However, the few pupil premium students with the higher targets are also doing well but better in Maths than English, although the sample is very small.