

Pupil Premium Report for Governors and Parents 2017/18

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:			
	School	National (Secondary)	Local (Warwickshire Secondary)
Total number of pupils on roll (January 2018 census)	330	2,738,421	29,727
Total number of pupils eligible for PPG	101	764,862	5,733
%	30%	27.9%	19.3%
Amount of PPG per student	£813		
Total amount of PPG received	£82,170		

Pupil Premium Grant is paid at £935 per student and £1200 per looked after child. The sum of £813 represents the proportionate amount for the students on roll as at January census. It does not include new students or students who became entitled after January Census for whom the school will receive lagged funding.

Summary of PPG Spending 2017/178

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	£40,000	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.
Transfer of Pupil to Alternative Learning	A pupil needed some alternative learning to re-engage with learning	£1140	Assessment Days & transport (HE) This pupil was struggling to engage with school and was waiting for a place at a Special school. This provision helped to keep this pupil in education during this time. Pupil is now at a special school.
<i>CPD:</i>			
Staff Development: The school is now a member of Pixel and SSAT	Additional training to develop teaching skills that reduce variation by accelerating the progress of weaker learners and narrows the achievement gap.	£2500	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. All teachers are now using FAR marking and this is evidenced in all books. Entry and Exit tickets are also being widely used. These again are in pupils books.
CPD through the Achievement for All programme of support for the school	An achievement for All coach will work with the senior leader allocated to lead on this strategy.	£1,383	A national recognised strategy that works towards closing the gap for all especially pupil premium children. All staff have been trained in structured conversations.
<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 All pupils that accessed this provision are now fully engaged with the curriculum.
Paying for school trips	Supporting pupils to access learning off site	£360.30 (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.
Wooden Spoon Farm		£138.00	
<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	£700	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	£17,762 (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	£22,168	Often PP students have other barriers to learning. This member of staff works closely with a wide range of families to overcome more substantial barriers. In particular: 2 students who had previously been permanently excluded are working hard and behaving well. 10 students with a poor attendance record at primary school are now attending regularly.
Employment of Ed Psych	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. 9 PP students have accessed this provision and feedback from students and professionals is positive.
Qualified Counsellor	To continue support from Primary School	£513	Continuity of counselling sessions for 2 Students has enabled them to access the full curriculum and attend all their lessons regularly.
Mobile Phone, Books & resources for Family Support Dept	To ensure work is completed during holiday time. To provide and source the most appropriate work	£276.69	The mobile phone gives parents an out of hours number to use if they need to. It also ensures that the Director of Student Support is contactable at all times.
Hardship fund for school uniform	A hardship fund was created to support pupils with genuine needs	£367.77	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.
Director of Student Support Appointed	This has been necessary to strategically map all the additional support	£22,168	A complete provision map is now in place, which ensures all pupils get the support, and individual work that is needed. The Director of Student Support line manages a wide range of Associate Teachers who provide cover supervision, which avoids the school using agencies.
Associate Teachers	A team of non-teaching staff to work alongside teachers, families and other professionals.	£30,500	Each Associate Teacher is a key worker to approx.8 children. Associate Teachers also specialise in a number of areas – Early Help, Boomerang group, Counselling, in year admissions, etc On average, each Associate Teacher has 5 pupil premium pupils in their cohort (50%) This Support provides pupils with more consistency, helping them to engage in lessons more positively.

Accelerated Reader Program	To continue to improve literacy skills	£2,620	A recognised strategy that enables children to take control of their own learning and make fast progress with literacy and comprehension. 40 children are registered with the programme and on average their reading ages have improved by 2 years
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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.

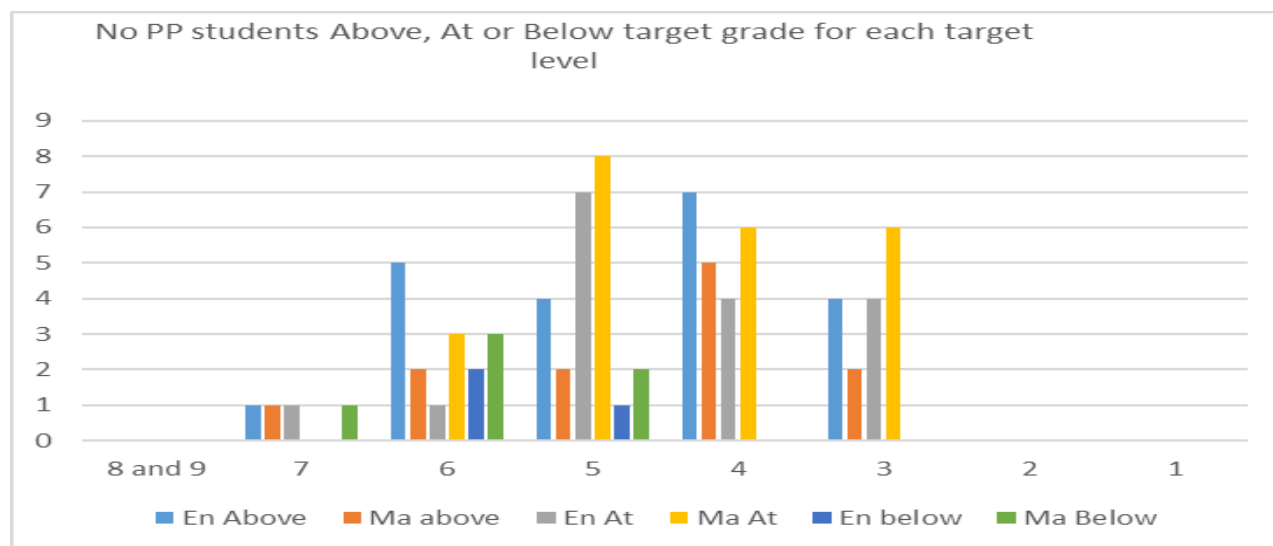
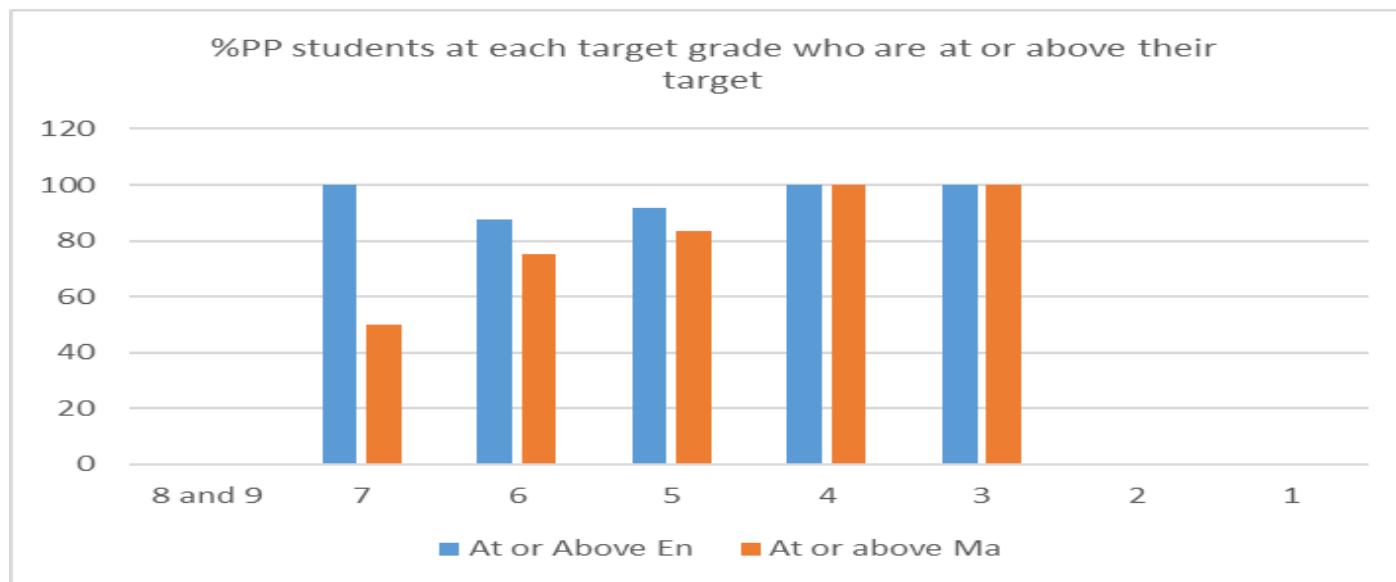
The most significant gap was in Reading where the pupils premium students averaged 100.82 and the non pupil premium students averaged 103.17. The pupil premium students in the new cohort had a stronger average score in all areas compared to the previous year’s cohort.

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 2018		Baseline			English and Maths		EBACC					OPEN			
		Summary			English	Maths	Science	Geog	History	Comp Sc	Spanish	Music	Art	PE	RE & PSH
							AoA	AoA	AoA	AoA	AoA	AoA	AoA	AoA	AoA
Name	Pupils	KS2 GPS	KS2 R	KS2 Ma	%AOA	%AOA	%	%	%	%	%	%	%	%	
Pupil Premium	56	102.26	100.82	101.54	91.07	83.93	96.43	100.00	85.71	92.86	87.50	76.79	89.29	98.21	91.07
Non Pupil Premium	116	104.33	103.17	103.23	88.79	87.07	93.10	93.97	89.66	93.97	87.93	74.14	81.03	96.55	94.83
Pupil Premium Gap		-2.07	-2.35	-1.69	2.28	-3.14	3.33	6.03	-3.94	-1.11	-0.43	2.65	8.25	1.66	-3.76

Y8 Data Collection SUMMER TERM 2018		Baseline			English and Maths		EBACC					OPEN			
		Summary			English	Maths	Science	Geog	History	Comp Sc	Spanish	Music	Art	PE	RE & PSH
							AoA	AoA	AoA	AoA	AoA	AoA	AoA	AoA	AoA
Name	Pupils	KS2 GPS	KS2 R	KS2 Ma	%AOA	%AOA	%	%	%	%	%	%	%	%	
Pupil Premium	42	98.00	100.53	100.82	88.10	80.95	97.62	90.48	90.48	83.33	80.95	85.71	80.95	100.0	85.71
Non Pupil Premium	119	103.14	103.62	103.37	89.92	80.67	92.44	84.87	92.44	87.39	80.67	82.35	65.55	92.44	73.11
Pupil Premium Gap		-5.14	-3.09	-2.55	-1.82	0.28	5.18	5.60	-1.96	-4.06	0.28	3.36	15.41	7.56	12.61

1. In English, the percentage of year 7 pupil premium students who are at or above their target grade exceeds the percentage of non-pupil premium students who are at or above their target. 2.28% more pupil premium students are performing at or above their target compared with the non-pupil premium pupils. In year 8 the percentage of non pupil premium pupils who are at or above their target grade is less than pupil premium pupils. However, this is a very slight difference of 1.82%
2. In Maths, there is a gap for both year groups between the non pupil premium pupils and the pupil premium pupils. The gap is greater in year 7 where the non pupil premium pupils out perform the pupil premium pupils by 3.14%. The gap in year 8 is insignificant. All of the pupil premium children that did not reach their target have been identified and intervention plans are in place to address this. A member of the extended leadership team has now been appointed to lead both the Maths and Science Directorate.
3. Given the gap that existed in the KS2 outcomes in English and maths, it is particularly pleasing to note that pupil premium students have now, as a result of accelerated progress, closed the gap in year 8 exceeded their target in year 7 in English.
4. In year 8 Science, Geography, Spanish, Music, Art & Design, PE & Sport and RE the percentage of pupil premium students exceeding targets is greater (significantly so in Art and RE)
5. In year 7 Science, Geography, Music, Art and PE & Sport the percentage of pupil premium students exceeding targets is greater (significantly so in Art and Geography)



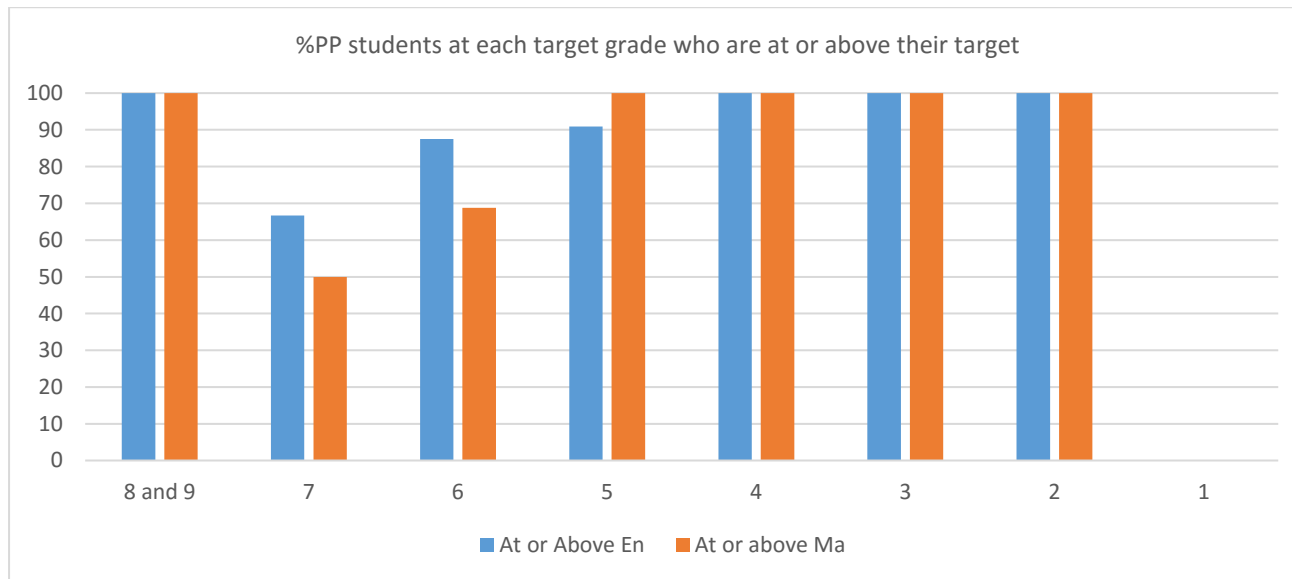
Most of our pupil premium students in year 8 had a year 11 target of a grade 4+. This FFT20 target is based on their performance at KS2.

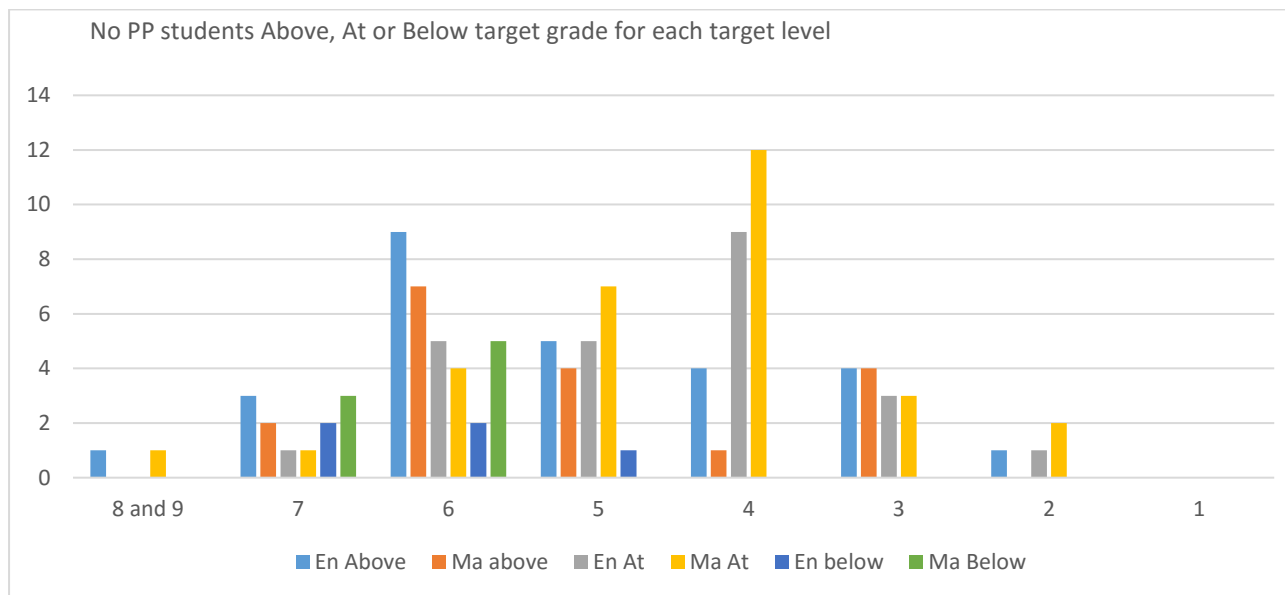
An analysis of the performance of the pupil premium students in each target band shows that in English 100% of pupil premium students are at or above target where they have a year 11 target grade 3 – 6.

In Maths, achievement is good but shows more variation. More pupil premium children are achieving above their target grade in English than in Maths. Although they are achieving their expected target grades.

The following table shows the number of year 7 students (including Pupil Premium) currently expected to achieve at each grade at Year 11 (GCSE) and the percentage who are currently at, above and below their target grade in English and Maths.

Y11FFT20 Target Grade	No. students expected to get the grade	No. PP students	English Above Target Grade	Maths above Target Grade	English At Target Grade	Maths At Target Grade	English below Target Grade	Maths Below Target Grade	At or Above Target Grade in English	At or above Target Grade in Maths
8 and 9	2	1	1	0	0	1	0	0	1	1
7	33	6	3	2	1	1	2	3	4	3
6	49	16	9	7	5	4	2	5	14	11
5	33	11	5	4	5	7	1	0	10	11
4	32	13	4	1	9	12	0	0	13	13
3	21	7	4	4	3	3	0	0	7	7
2	2	2	1	0	1	2	0	0	2	2
1	0	0	0	0	0	0	0	0	0	0





Most of our pupil premium students in year 7 had a year 11 target of a grade 4+. 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 a high proportion of pupil premium students are at or above target where they have a year 11 target although this is lower where a pupil has a target grade of 5-7

There is less variation in Maths; however, there is still a lower proportion of pupil premium children reaching their target grade if it is a 6 or 7.