

Pupil premium strategy statement

1. Summary information					
School	Robertsbridge Community College				
Academic Year	2016/17	Total PP budget	£155,082.00	Date of most recent PP Review	n/a
Total number of pupils	675	Number of pupils eligible for PP	150	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving 5A* - C inc EM (2015-16 only)	46.2%	64.7%
% Achieving expected progress in English / Maths (2015-16 only) LOPs	76.1% / 83.8%	75.8% / 73.4%
Progress 8 score average (2015-16)	0.13	0.12
Attainment 8 score average (2015-16)	41.88	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	High attaining pupils who are eligible for PP making less progress than other high attaining pupils.
B.	High numbers of detentions due to lack of homework for students who are eligible for PP.
C.	Low literacy and numeracy levels on entry for students who are eligible for PP.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance of PP students, especially high persistent absentees predominantly due to mental health issues.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in high prior attaining PP students in KS4	KS2 high PA PP students make as much progress as non-PP students across KS3, so that 80% or more are on track to make 4 levels of progress by the end of

		KS4. Where students are not on track to make expected progress, or 4 LOPs, students are quickly identified and departmental interventions put in place.
B.	High levels of progress in literacy and numeracy for Year 7 PP students.	90% of Year 7 PP students make the same progress in literacy as non-PP students by the end of Year 7. Students that do not continue with Lexia support. 90% of Year 7 PP students make the same progress in numeracy as non-PP students by the end of Year 7. Those that do not, continue with Symphony Maths support.
C.	Increase attendance of PP students.	Fewer numbers of persistent absentees among PP students. Overall improvement of attendance of PP students so in line with non-PP students.

An overview of Robertsbridge Community College:

- Students in receipt of PP make up 22% of the whole school cohort, which is below average.
- The majority of students in receipt of PP do so due to being Ever 6, followed by FSM, LAC, post LAC students.
- We do not have any students in receipt of the service premium.
- 85% of the students in receipt of PP are White – British, followed by 2.5% identified as ‘any other mixed background’.
- 29% of the PP students have Special Educational Needs.
- There are 6.5% of students in receipt of PP that are considered ‘vulnerable learners’.

5. Review of expenditure																																		
Previous Academic Year																																		
i. Quality of teaching for all																																		
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																														
High levels of progress in high PA students, high levels of progress in literacy in KS3.	Employment of additional English and Maths teachers.	<p>High impact - Increasing teaching groups in KS3 to allow for greater focus on vulnerable students.</p> <p>By reducing class sizes, EEF research has found that progress can be increased by +3 months.</p> <p>We have seen an increase in the percentage of PP students achieving 3+ and 4+ LOPs:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Maths 3+ LOP</th> <th>Maths 4+ LOPs</th> <th>Eng 3+ LOPs</th> <th>Eng 4+ LOPs</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>83.9%</td> <td>51.6%</td> <td>68.8%</td> <td>46.9%</td> </tr> <tr> <td>8</td> <td>39.3%</td> <td>14.3%</td> <td>83.9%</td> <td>48.4%</td> </tr> </tbody> </table> <p>There is still an in-school gap in comparison to students not in receipt of PP:</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Maths 3+ LOPs</th> <th>Maths 4+ LOPs</th> <th>Eng 3+ LOPs</th> <th>Eng 4+ LOPs</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>92.5</td> <td>72.6</td> <td>87.9</td> <td>60.7</td> </tr> <tr> <td>8</td> <td>41.9</td> <td>21.9</td> <td>87.7</td> <td>58.5</td> </tr> </tbody> </table>	Year group	Maths 3+ LOP	Maths 4+ LOPs	Eng 3+ LOPs	Eng 4+ LOPs	7	83.9%	51.6%	68.8%	46.9%	8	39.3%	14.3%	83.9%	48.4%	Year group	Maths 3+ LOPs	Maths 4+ LOPs	Eng 3+ LOPs	Eng 4+ LOPs	7	92.5	72.6	87.9	60.7	8	41.9	21.9	87.7	58.5	Class sizes have remained small to medium in size. Rise in progress made for students – we will continue with this approach.	£45,030.00
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<p>Increase in attainment of students receiving Pupil Premium</p>	<p>Accelerated Progress Coach</p>	<p>Moderate impact – New Accelerated Progress Coach employed Feb 2016.</p> <p>Accelerated Progress Coach has settled into the role. Has done a lot of work on data and measuring impact as well as some work with students of concern (maths work)</p> <p>Has raised the profile of pupil premium within the school.</p> <p>Done some work towards attendance for pupil premium students, especially Year 11 students.</p> <p>Improved parental engagement for PP students – attendance to parents evening/awards evening as well as contact with individual parents via telephone and email.</p>	<p>2016-17: new LAC program for KS4 LAC students for both academic and life skills. More 1:1 and small group work with students.</p> <p>Assertive mentor for PP students of concern in Year 11.</p> <p>Mentoring students of concern in lower years.</p>	<p>£17,464.00</p>
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Increase in attainment of KS4 students receiving Pupil Premium

Curriculum resources (GCSE option materials, revision guides)

Moderate/high impact – students have access to revision guides for each subject studied. Revision guides are fully funded for students in receipt of PP. This is to boost both in-school learning and revision/homework to develop mastery learning.

EEF research has found that progress can be increased by +5 for Mastery learning

Resources for practical lessons such as Art and DT were fully funded for pupil premium students to ensure they were fully able to access the curriculum and progress.

100% PP students given revision guides for all GCSE subjects via PP funding.

RAISEOnline data for 2016 shows:

Progress 8 2016	Cohort	Overall progress 8		English element		Mathematics element		EBacc element		Open element	
		School	National	School	National	School	National	School	National	School	National
all pupils	118	0.22	0.00	0.05	0.00	0.68	0.00	0.44	0.00	-0.18	0.00
male	57	0.23	-0.12	-0.12	-0.24	0.86	0.06	0.48	-0.08	-0.21	-0.21
female	61	0.22	0.13	0.21	0.24	0.51	-0.06	0.40	0.08	-0.15	0.22
disadvantaged	26	-0.17	-0.32	-0.24	-0.25	0.43	-0.29	-0.07	-0.41	-0.61	-0.30
other	92	0.33	0.12	0.13	0.09	0.75	0.11	0.58	0.15	-0.06	0.11
Free School Meals	23	-0.25	-0.31	-0.28	-0.25	0.31	-0.29	-0.17	-0.40	-0.67	-0.29
Children Looked After	3	0.30	-0.88	0.10	-0.71	0.76	-0.73	1.03	-1.04	-0.59	-0.93

While there are in-school gaps, compared to national average, overall students in receipt of PP (especially LAC students) have performed better or in line with the performance of PP students nationally

We will be continuing with this approach. While it is a high cost and has associated logistic issues, it is vital for students to have access to good quality revision materials and curriculum resources that can be used in lessons as well as out.

English revision sessions and resources to be increased to narrow widened in-school gaps

£3,080.84

Increase in attainment of KS4 students receiving Pupil Premium

Revision classes

Moderate/high impact – revision classes and revision workshop provided for students to encourage, improve and promote the value of revision and its link with attainment.

Touches on a number of EEF research: homework (+5), collaborative learning (+5), individualised instruction (+2), small group tuition (+4)

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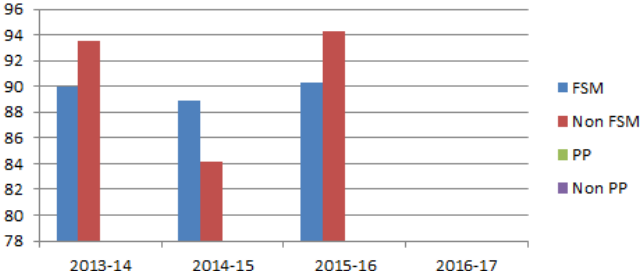
We will be continuing with this approach. To improve, we will aim to increase uptake of PP students attending revision classes during the holiday (also as a way of improving parental engagement)

English revision sessions and resources to be increased to narrow widened in-school gaps and to improve on performance in comparison to national average.

£3,319.80

ii. Targeted support																																																																
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Improved literacy for KS3	Technology and staffing - Lexia	<p>High impact –average standardised score for both reading and spelling improved in all Lexia support groups run by HLTA. (LMT – light touch, Core highest support). EEF research has found that progress can be increased by +4 with the use of digital technology.</p> <p>Improvement in PP students outperformed non PP students in some cases.</p> <p>32% students on Lexia program are PP, 68% are non PP students. PP students on Lexia make up 7% of PP cohort in the school.</p> <table border="1"> <thead> <tr> <th>Lexia LMT</th> <th>Average start STD</th> <th>Average end STD</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>91.125</td> <td>96.375</td> <td>Plus 5.25</td> </tr> <tr> <td>Spelling</td> <td>96.167</td> <td>96.833</td> <td>Plus 0.666</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Lexia + LMT</th> <th>Average start STD</th> <th>Average end STD</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>79.875</td> <td>89.125</td> <td>Plus 9.25</td> </tr> <tr> <td>Spelling</td> <td>88</td> <td>91.333</td> <td>Plus 3.333</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Lexia group Yr 7</th> <th>Average start STD</th> <th>Average end STD</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>85.8</td> <td>95.2</td> <td>Plus 9.4</td> </tr> <tr> <td>Spelling</td> <td>85.8</td> <td>92</td> <td>Plus 6.2</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Lexia group Yr 8</th> <th>Average start STD</th> <th>Average end STD</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90</td> <td>96</td> <td>Plus 6</td> </tr> <tr> <td>Spelling</td> <td>87</td> <td>90.7</td> <td>Plus 3.7</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Lexia group Core</th> <th>Average start STD</th> <th>Average end STD</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>55.5</td> <td>78.5</td> <td>Plus 23</td> </tr> <tr> <td>Spelling</td> <td>77</td> <td>78</td> <td>Plus 1</td> </tr> </tbody> </table>	Lexia LMT	Average start STD	Average end STD	Difference	Reading	91.125	96.375	Plus 5.25	Spelling	96.167	96.833	Plus 0.666	Lexia + LMT	Average start STD	Average end STD	Difference	Reading	79.875	89.125	Plus 9.25	Spelling	88	91.333	Plus 3.333	Lexia group Yr 7	Average start STD	Average end STD	Difference	Reading	85.8	95.2	Plus 9.4	Spelling	85.8	92	Plus 6.2	Lexia group Yr 8	Average start STD	Average end STD	Difference	Reading	90	96	Plus 6	Spelling	87	90.7	Plus 3.7	Lexia group Core	Average start STD	Average end STD	Difference	Reading	55.5	78.5	Plus 23	Spelling	77	78	Plus 1	Expensive and challenging to set up initially, but improvements for both Year 7 students on entry and older years (Lexia+, Year 8 groups and core groups including KS4 students) across the board have been extremely encouraging. Lexia provision to continue in following academic year.	£25,099.00 (+ Lexia subscription from 2013-2014 spend)
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<p>Improve progress an attainment for KS3 and 4 students.</p>	<p>Software</p>	<p>Moderate impact - Software such as Lucid Recall purchased to boost the memory training for students who have been identified through screening and referrals. Impact would be higher if more opportunities to practice were used.</p>	<p>Has shown to have a positive effect on students that have taken part in the program. Number of PP students taken part low during 2015-16. Further changes to the program to be made to increase PP uptake, if required, and to address timetabling issues.</p>	<p>£216.66</p>
<p>Improved numeracy for KS3</p>	<p>Technology – Symphony Maths</p>	<p>Medium/high impact - Total of 95 students took part in Symphony Maths. 36 of these students are in receipt of Pupil Premium.</p> <p>PP students made up 38% of Symphony cohort, 62% were non PP. PP students on Symphony make up 24% of PP cohort in school.</p> <p>9 students fully completed the Symphony Maths program (5 of these were Pupil premium)</p> <p>All students (PP and non PP) that completed the program 2015-16 have not been picked up through the Numeracy screening during 2016-17 (standardised score of less than 20)</p> <p>High impact for students that complete the program. Not as effective for students that do not fully complete.</p> <p>EEF research has found that progress can be increased by +4 with the use of digital technology.</p>	<p>Expensive and challenging to set up initially. Assigned days for students proved to be too inflexible/ridged, especially if on trips/absent.</p> <p>Will continue in 2016-17 but new process with guidelines to attend – must go twice per week, but days are flexible.</p> <p>This is to improve the total number of students that complete the Symphony Maths program as shown high impact for those that do. Also, a more sophisticated tracking document has been created to highlight students of concern and students showing great successes.</p>	<p>(£4,400.00 subscription from 2014-2015 spend)</p>

<p>High levels of progress in high PA students, high levels of progress in literacy in KS3</p>	<p>Additional teaching assistants have been appointed to support students in lessons and out of lessons</p>	<p>EEF research indicates that Teaching Assistants improve progress by around 1 month One-to-One teaching by a TA or teacher has been found to increase progress by +5 months Small group tuition has been found to increase progress by +4 months.</p> <p>Students tested for memory intervention selected based on standardised score being below 70 (not recorded on the data) or being between 70 – 80. Have shown improvement during the academic year, boosting various aspects of memory.</p> <p>8 students received memory intervention, 50% of them being in receipt of PP.</p>	<p>New strategy regarding deployment of TA's started 2015-16, so evaluation ongoing. TA's have had training into specialist fields so can be drawn upon to support staff and students. TAs used for intervention and consultation, rather than purely in-classroom support. Change in processes to make more user-friendly for staff to book TA support. Some interventions challenging to evaluate as "soft" data in some cases.</p> <p>TA support with memory (using Lucid Recall) shown improvements in composite working memory, counting recall and word recall. 6 week intervention then re-testing/re-evaluation. Should be more intensive than it is, but staffing and timetabling constraints.</p> <p>TA support with SEEL, shown student improvement in the number of special achievements awarded during and after the intervention, in comparison to special achievements obtained before. We will continue with this approach, reviewing the new changes throughout the year.</p>	<p>£13,070.00</p>																									
<p>Improved attendance for Pupil Premium students</p>	<p>Pupil Premium breakfast club</p>	<p>Moderate impact – while the total percentage attendance of students in receipt of FSM has increased, uptake of this provision has decreased, despite advertisement and encouragement to both students and parents.</p>	<p>Overall % attendance per year</p>  <table border="1"> <caption>Overall % attendance per year</caption> <thead> <tr> <th>Year</th> <th>FSM</th> <th>Non FSM</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>90</td> <td>93</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014-15</td> <td>89</td> <td>84</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015-16</td> <td>90</td> <td>94</td> <td>0</td> <td>0</td> </tr> <tr> <td>2016-17</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>We will not be continuing with this provision from April 2017 due to lack of uptake. We will be using alternative approaches to improve PP attendance.</p>	Year	FSM	Non FSM	PP	Non PP	2013-14	90	93	0	0	2014-15	89	84	0	0	2015-16	90	94	0	0	2016-17	0	0	0	0	
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<p>Improved attainment for Pupil Premium students</p>	<p>Music Tuition</p>	<p>High impact – PP students in Year 11 that were funded music tuition via ADAPT Theatre achieved the same music grades as non-PP students that took music lessons:</p> <p>3 distinctions (grade 3-4) equivalent of level 7 in new GCSE 1 merit (Grade 3-4) equivalent of level 7 in new GCSE.</p> <p>Overall, 22 PP students had music tuition that was paid for via PPG (15% of PP cohort). Only PP students had funding contributions.</p> <p>The impact in lessons for the PP students that were funded was an increase in their predicted grades by 1, sometimes 2 grades.</p> <p>EEF toolkit research has shown that arts participation can have +2 impact.</p>	<p>We will continue with this approach. It is an expensive endeavour, so costings will be re-visited PP students were fully funded 2015-16. May move to partial funding to ensure buy in from student and parents.</p> <p>Communication between head of music and ADAPT Theatre improving and registers/warning letters for missed lessons to be implemented to ensure students are participating fully with the program.</p>	<p>£4,486.00</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Increase in the quantity and quality of homework</p>	<p>Homework club – every lunchtime.</p>	<p>There has been a drop, by 2.9%, of the total number of detentions received by PP students for lack of homework. There has also been a reduction in the total number of detentions received from non PP students.</p> <p>As homework club is run as a drop-in facility, the number of PP students that attend fluctuate, however, a total of 69 PP students attended homework club during the course of the year (45% of the PP cohort),</p> <p>396 non PP students used homework club (roughly 59% of the non PP cohort)</p>	<p>The use of homework club by students is fairly consistent and there are a number of pupil premium students that use this facility regularly. Moved to spreadsheet register not paper to improve recording and analysis. Improving referrals from teachers for students to use facility when gaining high numbers of detentions for lack of homework/poor quality homework.</p>	<p>£3,793.00</p>																																				
<p>Reduction in detentions for students eligible for PP</p>	<p>Student Advisor and Student Counsellor</p>	<p>Moderate impact – there was a reduction in the number of detentions issued from 2014-15 to 2015-16 for KS4 PP students (by 52% for Year 10 and 60% for Year 11). This follows the pattern of reduced detentions for KS4 non –PP students.</p> <p>Both PP and non PP student detentions rose for KS3 (except non-PP Year 9s which dropped), so impact on lower year groups was less than the older years.</p> <div data-bbox="600 884 1489 1252"> <table border="1"> <caption>Behaviour incidents by Year Group [Last Year]</caption> <thead> <tr> <th>Year Group</th> <th>Non-PP (Blue)</th> <th>PP (Pink)</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>1862</td> <td>591</td> </tr> <tr> <td>Year 8</td> <td>2197</td> <td>625</td> </tr> <tr> <td>Year 10</td> <td>1148</td> <td>292</td> </tr> <tr> <td>Year 9</td> <td>2471</td> <td>1094</td> </tr> <tr> <td>Year 11</td> <td>992</td> <td>246</td> </tr> </tbody> </table> <table border="1"> <caption>Behaviour points by Year Groups [2 Years Ago]</caption> <thead> <tr> <th>Year Group</th> <th>Non-PP (Blue)</th> <th>PP (Pink)</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>1194</td> <td>335</td> </tr> <tr> <td>Year 8</td> <td>1598</td> <td>400</td> </tr> <tr> <td>Year 10</td> <td>2042</td> <td>606</td> </tr> <tr> <td>Year 9</td> <td>1205</td> <td>361</td> </tr> <tr> <td>Year 11</td> <td>1956</td> <td>609</td> </tr> </tbody> </table> <p>(PP students pink, non PP blue)</p> </div>	Year Group	Non-PP (Blue)	PP (Pink)	Year 7	1862	591	Year 8	2197	625	Year 10	1148	292	Year 9	2471	1094	Year 11	992	246	Year Group	Non-PP (Blue)	PP (Pink)	Year 7	1194	335	Year 8	1598	400	Year 10	2042	606	Year 9	1205	361	Year 11	1956	609	<p>We will continue with the approach as it was of benefit to KS4 students. Aim to identify vulnerable/struggling students for behavioural interventions earlier to maximise impact across all year groups.</p>	<p>£8,280.00</p>
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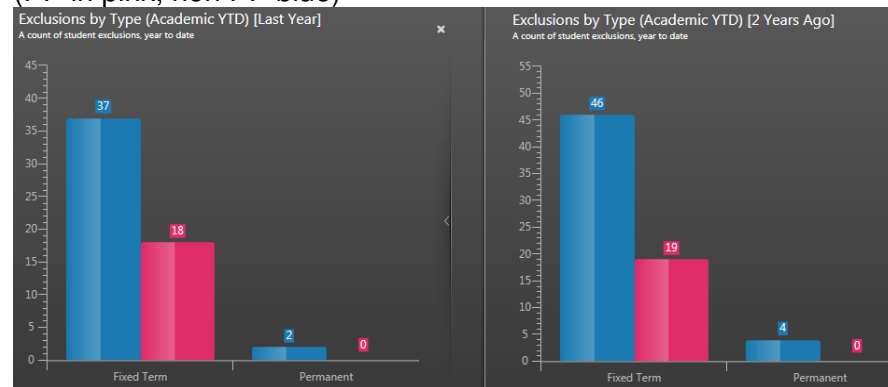
Reduction in exclusions for students in receipt of PP

Student Advisor and Student counsellor.

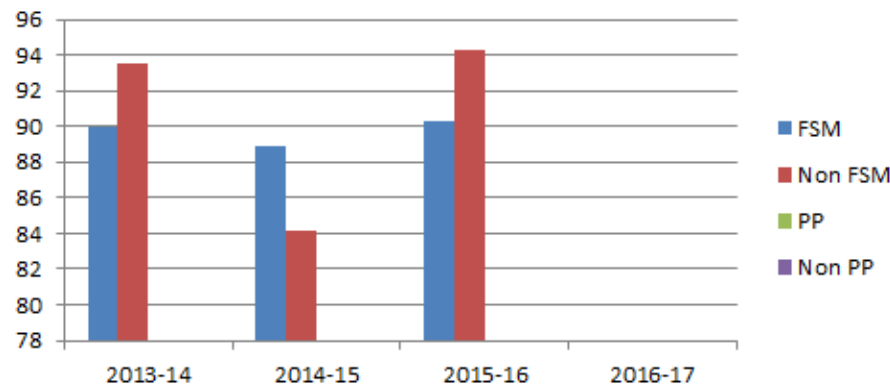
Low impact – small reduction in the number of exclusions of PP students from 2014-15 to 2015-16, for fixed term exclusions. **However**, it has helped support overall attendance for FSM students as 2015-16 attendance was highest than has been for 2 years for this group.

EEF research shows social and emotional learning improves progress by +4

(PP in pink, non PP blue)



Overall % attendance per year



We will continue with this approach during 2016-17, however we will be modifying it: School counsellor to run small group sessions as well as 1:1 sessions. Also, we will combine this with PASS program to identify students with potential behavioural issues and who may be at risk of low attendance.

Included in above total.

<p>Increase in attainment for PP students</p>	<p>Enrichment/ extended extra curricular activities</p>	<p>Setting up costs for new club, KS3 history enrichment from external providers</p> <p>These touch on the following EEF researched approaches: Small group tuition (+4 months), learning styles (+2 months)</p> <p>High impact of KS history enrichment – 92% non PP students achieving 3+ LOPs while 94% PP students achieved 3+ LOPs</p> <p>57% non PP students achieved 4+ LOPs while 55% PP students achieved 4+ LOPs</p>	<p>Lego club – STEM access for vulnerable learners. New project that was set up to start Sept 2016. Impact to be monitored and measured throughout the year.</p> <p>Enrichment for KS3 history proved to be very effective in boosting attainment for non PP students and especially effective for PP students as they out performed their non PP peers in achieving 3+ LOPs.</p> <p>This is something we will</p>	<p>£333.44</p>
	<p>Uniform</p>	<p>While uniform has no direct link with attainment, we are aware that families of students in receipt of Pupil Premium may struggle to purchase full uniform for their son/daughter.</p> <p>We believe in all students wearing the full and correct uniform in order to comply with the uniform policy of the school so they are not set apart from their peers.</p>	<p>We will continue with this approach. While there already is a monetary uniform range for items such as trousers and shoes, we will be setting a uniform item limit for branded school uniform so more money is diverted towards initiatives that will improve attainment.</p>	<p>£564.98</p>

Increase in attainment for PP students

School trips

Some GCSE subjects, such as Drama, require students to have seen a live theatre production as part of their coursework (which can contribute 25-40% towards the full GCSE) and schemes of work include a related school trip.

GCSE Drama 2015-16, 85% PP students achieved 3 or more levels of progress (total 6 out of 7 students)

90% non PP students achieved 3 or more levels of progress.

RAISEOnline data for16 shows:

Progress 8 2016	Cohort	Overall progress 8		English element		Mathematics element		EBacc element		Open element	
		School	National	School	National	School	National	School	National	School	National
all pupils	118	0.22	0.00	0.05	0.00	0.68	0.00	0.44	0.00	-0.18	0.00
male	57	0.23	-0.12	-0.12	-0.24	0.86	0.06	0.48	-0.08	-0.21	-0.21
female	61	0.22	0.13	0.21	0.24	0.51	-0.06	0.40	0.08	-0.15	0.22
disadvantaged	26	-0.17	-0.32	-0.24	-0.25	0.43	-0.29	-0.07	-0.41	-0.61	-0.30
other	92	0.33	0.12	0.13	0.09	0.75	0.11	0.58	0.15	-0.06	0.11
Free School Meals	23	-0.25	-0.31	-0.28	-0.25	0.31	-0.29	-0.17	-0.40	-0.67	-0.29
Children Looked After	3	0.30	-0.88	0.10	-0.71	0.76	-0.73	1.03	-1.04	-0.59	-0.93

While there are in-school gaps, compared to national average, overall students in receipt of PP (especially LAC students) have performed better or in line with the performance of PP students nationally

We will continue with this approach as there are a number of school trips that are included in the curriculum that students need to attend to act as a point of reference for future lessons.

A monetary cap and re-evaluation of how much funding the Pupil Premium grant will provide is to be done April 2017. Currently, curriculum related trips are funded 100% for PP students and widening opportunities trips are 50% funded for PP students.

£4,804

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: <http://www.robertsbridge.org.uk/Pupil-Premium>

7. Additional detail

Planned expenditure for 2016-17, and justification.

Aim	Provision	New/existing	Justification	Approx. Cost
High levels of progress in high prior attaining PP students in KS3 and 4 - Quality teaching	Employment of additional English and Maths teachers.	Existing	Increasing teaching groups in KS3 and 4 to allow for greater focus on vulnerable students by teachers. By reducing class sizes, EEF research has found that progress can be increased by +3 months.	£45,000
High levels of progress in high PA students, high levels of progress in literacy in KS3 - Quality teaching	Teaching assistants have been appointed to support students in lessons and out of lessons	Existing	EEF research indicates that Teaching Assistants improve progress by around 1 month One-to-One teaching by a TA or teacher has been found to increase progress by +5 months Small group tuition has been found to increase progress by +4 months. New strategy implemented in 2015-16 and has shown successes for students targeted for intervention (see evaluation of expenditure). Edits and changes to the booking process for TAs has been changed 2016-17 to make it more accessible for teachers to use.	£14,000
High levels of progress in literacy and numeracy for Year 7 PP students. - Quality teaching	HLTA for literacy	Existing	HLTA organises testing, grouping and provision of Lexia program. EEF research has found that progress can be increased by +4 with the use of digital technology, +4 for phonics, +5 reading comprehension strategies.	£26,000
Increase attendance of PP students, high levels of progress in high prior attaining PP students in	Accelerated progress coach	Existing	To continue with 1:1 mentoring and small group work with students. To support core classes with Pupil Premium students making below expected progress. To raise profile of PP students within school, liaise with attendance support worker	£17,000

KS4			regarding attendance of PP students. Small group work with LAC students.	
high levels of progress in literacy in KS3, high levels of progress in high prior attaining PP students in KS4 - Trips and extra-curricular	Homework lunchtime club	Existing	The use of homework club by students is fairly consistent and there are a number of pupil premium students that use this facility regularly. EEF research shows that homework (secondary school) can have +5 months impact.	£5,000
Increase attendance of PP students - Attendance/behaviour	Student Advisor and Student Counsellor	Existing and new	EEF research shows social and emotional learning improves progress by +4 Has shown to support with reducing detentions as well. Small group activities will be introduced with the school counsellor to build on successes from 2015-16	£9,000
High levels of progress in high prior attaining PP students in KS4 - Revision	Revision classes and resources	Existing and new	Afterschool, during Easter holidays etc. Revision sessions take many forms depending on subject and teacher, but this will touch on the following from EEF research: Collaborative learning (+5), extending school time (+2), feedback (+8), homework (+5), reducing class size (+3) Purchase of revision software as a new dynamic to support with approach.	£3,000
High levels of progress in high prior attaining PP students in KS4, high levels of progress in literacy in KS3, Increase attendance of PP students - Trips and extra-curricular. - Attendance	Extended/extra curriculum	Existing and new	This can range from e-learning for absent students, alternative provision, subject enrichment activities etc. This will touch on the following from EEF research: Digital technology (+4), outdoor adventure learning (+3), small group tuition (+4), sports participation (+2), summer schools (+2) Purchase of e-learning seats a new initiative to improve progress for students that are off sick with the aim of improving attendance	£3,000
High levels of progress in high prior attaining PP students in KS4, high levels of progress in literacy in KS3 - Quality of teaching	Curriculum resources	Existing	To allow teachers, especially in DT and art, to have access to resources and materials to supply to pupil premium students to ensure their engagement and progress within their subject	£2,000

<p>High levels of progress in high prior attaining PP students in KS4, high levels of progress in literacy in KS3 - Technology, curriculum resources</p>	Technology	Existing and new	<p>PASS (Pupil Attitude to Self and School) as new initiative to identify vulnerable students and students that are susceptible to becoming school refusers to proactively put systems in place to support the students.</p> <p>Renewal of Lexia software subscription based on its success. Continued use of Symphony software, based on its success.</p> <p>Funding for laptops for pupil premium students with sufficient SEN to warrant the use of a laptop at home, school or both.</p> <p>EEF research has found that progress can be increased by +4 with the use of digital technology.</p>	£5,000
<p>High levels of progress in high prior attaining PP students in KS4, high levels of progress in literacy in KS3 - Quality of teaching</p>	CPD	New	Use of funding to purchase external CPD for whole staff body and also individual staff (if required) in order to further promote pupil premium within the school and to provide external opportunities to develop quality of teaching.	£3,000
<p>Increase attendance of PP students - Attendance</p>	Attendance support worker	New	<p>Employment of an attendance support worker to work with PA/low attendance students and families, to collect students were deemed appropriate.</p> <p>Impact to be measured in following academic year</p>	£12,000
<p>High levels of progress in high prior attaining PP students in KS4 - Trips and extra curricular</p>	Participation in University of Sussex "Making Choices" program	New	<p>High PA 1st generation scholars/pupil premium students to work with university of Sussex so students understand what university life and studies are like, with the aim to inspire and aid students selecting their GCSE options.</p> <p>Impact to be measured in following academic year</p>	Free
<p>High levels of progress in high prior attaining PP students in KS4, increase attendance of PP students - Trips and extra curricular</p>	Participation in The Girl's Network	Existing	<p>Female students in Year 9 selected to join the program where they receive 1:1 mentoring from a professional women in work once per month for 10 months.</p> <p>Impact for new cohort to be measured in following academic year</p>	£2,500
<p>Increase attendance of PP students, improve behaviour for challenging students. - Behaviour and</p>	Forest School provision	Existing	<p>Students in Year 7 and 8 selected to join the program for local outdoor education to promote independence, resilience and team work.</p> <p>Impact for new cohort to be measured in following academic year</p>	£1,300

attendance				
High levels of progress in high prior attaining PP students in KS3 and 4, increase attendance of PP students - Tuition	Music and afterschool tuition	Existing	Funding for GCSE music PP students to have music lesson in 1 instrument of their choice to boost/support GCSE music lessons. Afterschool tuition for PP students in variety of subjects to supplement classroom learning. This will touch on the following from EEF research: small group tuition (+4), arts participation (+2)	£5,000
Increase attendance of PP students, high levels of progress in high prior attaining PP students in KS3 and 4 - Trips and extra-curricular	Clubs and summer school	New and existing	Lego club, transition summer school, curriculum related trips and widening opportunities trips for students of all Key Stages to access. This will touch on the following from EEF research: Digital technology (+4), outdoor adventure learning (+3), small group tuition (+4), sports participation (+2), summer schools (+2)	£5,000
Increase attendance of PP students - Attendance	Hardship funding	Existing	Funding set aside to support with uniform and short term transport costs to support students attending school.	£1,000