

## Robertsbridge Community College – Pupil Premium Policy

Robertsbridge Community College is a specialist Mathematics and Computing School that is committed to narrowing gaps and ensuring that every pupil is given the opportunity to reach their full potential. As a publically funded school we receive Pupil Premium funding. The pupil premium is additional funding given to state schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers

Robertsbridge Community College currently has 120 Pupil Premium Pupils, which constitute about 18% of our pupils (2014 National Average for Free School Meals (FSM) is 28.5%)

### Current Cohort of pupils at Robertsbridge Community College

Year Group	Total Number of Pupils	Non-Pupil Premium	Pupil premium	% Pupil Premium
7	138	115	23	17%
8	134	111	23	17%
9	125	101	24	19%
10	131	106	25	19%
11	121	96	25	21%
Total cohort	649	529	120	18%

### The Pupil Premium

The Pupil Premium was introduced in April 2011. The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who:

- Have been eligible for FSM at any point over the last six years (known as ‘Ever 6 FSM’)
- Have been Looked After continuously for more than six months
- Are children of services personnel

The funding is expected to tackle social mobility issues, by increasing the opportunities for vulnerable students from more disadvantaged backgrounds and reducing the attainment gap between the highest and lowest achieving students nationally.

In making provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

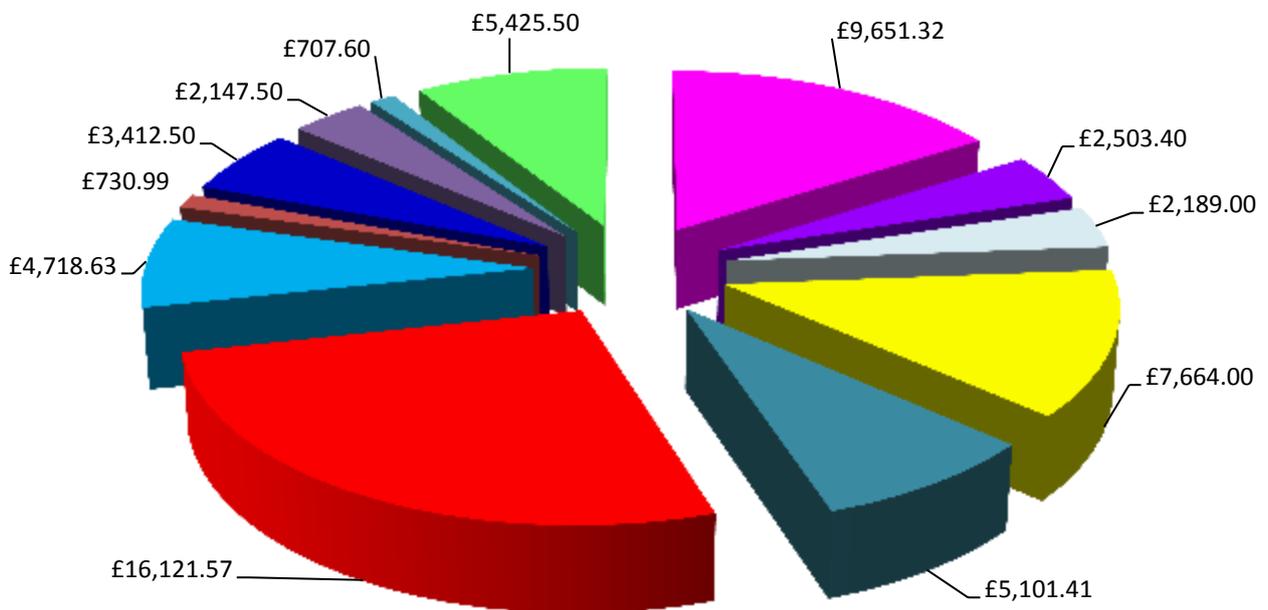
The Department for Education (DfE) has given us the freedom to use the pupil Premium as we see fit, based upon our knowledge of our pupil needs.

***‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility’. Source DfE website***

**2014-2015 Robertsbridge Community college Pupil Premium Funding Allocation:**

**£163,980 (including carry forward from 2013-2014)**

Spending 2014-2015

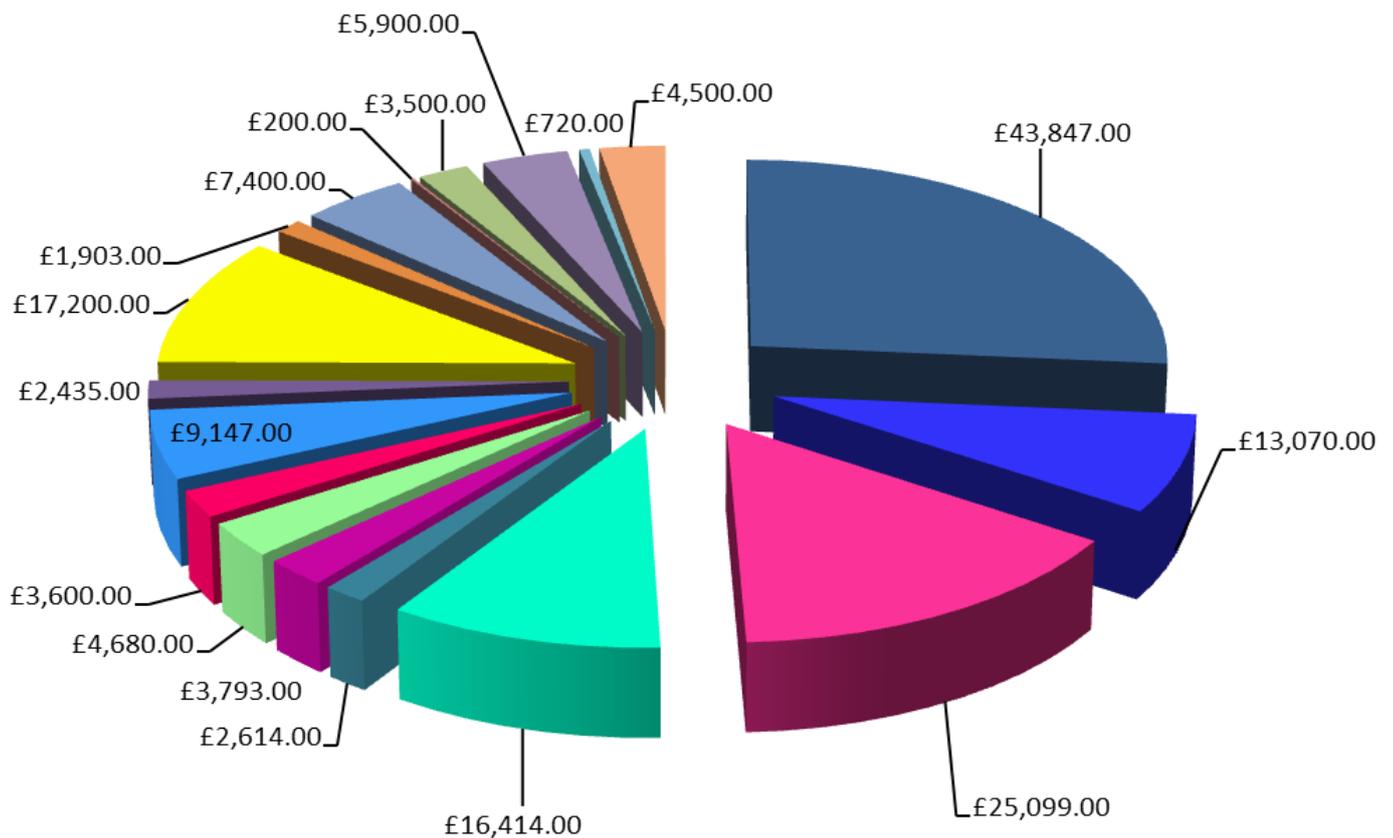


- Funding for Accelerated Progress Coach incl. on-costs (HB/EW) Sept-March
- Funding for Attendance Officer (incl. on costs) - 6 hours per week
- 2 x Lunchtime Homework Club
- Behaviour Support
- Curriculum Resources
- Software & Laptops
- Holiday/After School/Breakfast clubs
- Miscellaneous
- After School Literacy/Numeracy
- Music Tuition
- Pupil Premium related Training
- Enrichment activities

**2015-2016 Robertsbridge Community college Pupil Premium Funding Allocation:**

**£166,128.00 (including carry forward from 2014-2015)**

Spending 2015-2016



- Funding for additional teacher in year 7 core
- Funding for HLTA for Literacy
- Funding for Attendance Officer - 6 hours per week
- Behaviour Support
- HLTA 50%
- Holiday/After School Clubs
- Software/Curriculum software/Laptops
- After School Literacy/Numeracy
- Pupil Premium related Training

- Funding for 1 x Teaching Assistant
- Funding for Accelerated Progress Coach
- Lunchtime Homework support
- School Counselor
- Holiday Revision Classes
- Miscellaneous
- Breakfast Club
- Music Tuition
- School Trips

### Impact of Pupil Premium Grant (PPG) 2015-16

Below is a table indicating our provisions, their aims, the Education Endowment Fund's (EEF) research that supports the initiative (where applicable), and the quantitative impact of the provision within the school. Much of the work we have done has qualitative impacts, such as improvements in students' attitudes and their enjoyment of school.

We have included the EEF research that supports our provisions in this table. Their studies measure average in terms of the additional months' progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark. For more information, see their website: <https://educationendowmentfoundation.org.uk/>

In addition to referring to their studies, the College is measuring the impact of our provisions with data, collected from databases such as SISRA Analytics and SIMS Discover. This data, where available, has been noted in the Impact of Provision section.

Provision	Aims	EEF Research (where applicable)	Impact of Provision
<b>Accelerated Progress Coach</b>	To narrow the gap between PP- and non- PP students. To have a clear overview of PP spending and impact of spending in relation to data tracking and progress of students. To increase the contact time and aspirations of hard to reach students. To improve parental engagement.	EEF research shows that mentoring can increase disadvantaged students' progress by +2 months.  Research also suggests that improved parental engagement can increase progress by +3months.  Studies have shown that mentoring can improve students' progress.	Current Gaps: PP result 2014-15 showed that PP students were only 1% below their FFTB-D target for 5A*-C including English and Maths. Current Gap of PP against all students was -18 (10% narrower than previous year)  Assertive mentoring by APC impacts 7 current year 11 students and more informal mentoring impacts every Year 11 student  See case study for Student A: Through mentoring by APC and members of SLT, this student made hige improvements in her academic attainment and progress, but also started to engage in her education. She is now attending College and is focused on her studies.
<b>Employment of additional English and Maths teachers.</b>	Increasing teaching groups in KS3 to allow for greater focus on vulnerable	By reducing class sizes, EEF research has found that progress can be increased by +3 months.	Class sizes have remained small to medium in size. Rise in progress made for students.

	students.		72% of PP students made 3+ levels of progress in English 75.8% of PP students made 3+ levels of progress in Maths
<b>Additional support in class</b>	Additional teaching assistants have been appointed to support students in lessons	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	Educational attainment of PP students has increased as shown by improved levels of progress and the attainment gap narrowing by 10%  Currently looking into improving deployment of our TAs using EEF research
<b>Employment of a part time Attendance Officer</b>	To increase the attendance of FSM and all students through attendance officer. Improvement in attendance leads to improvement in attainment		Attendance has risen by 1% this year with a reduction in persistent absence. Overall attendance is 94.15% with 31 persistent absence students. Attendance of vulnerable groups has improved since Ofsted.  See case study for Student C: Student C was previously a school refuser. His attendance increased following visits from the Attendance Officer. In Year 9 Term 1, this student's attendance was 40%. This rose to 97% in Term 6 of Year 9.
<b>Staff CPD to develop areas highlighted by Sutton Trust report</b>	To raise staff awareness and promote aspects of quality teaching that impact on the attainment of all students	CPDs have focused on a number of areas that have been highlighted by the EEF as improving progress such as Learning styles: +2 months Metacognition/ self-regulation: +8 months Mastery learning: +5 months	122 CPDs ran in the 2014-2015 academic year. The sessions had positive feedback which can be sourced on BlueSky
<b>Development of the quality of feedback given. New RCC feedback model has been introduced</b>	To provide students with formative feedback allowing them to understand the next steps in their learning Our feedback focuses on metacognition, or learning how to learn	Feedback studies tend to show very high effects on learning. The EEF's research indicates that progress can be increased by 8+ months  Studies on improving metacognitive skills show	A recent work scrutiny carried out by members of the Senior Leadership Team showed that 80% of the teachers were providing written feedback from a variety of sources including the teacher, other students and the student to a good or outstanding level.

		an improvement of 8+ months	
<b>Software - Literacy</b>	To improve literacy levels using technology: Investment in 'Lexia' literacy programme. Targeted practice of core reading skills to increase the reading levels of students in KS3	Reading comprehension strategies improve learning by +5 months. Particularly effect for students aged 8 or above.	Lexia programme has had a significant impact on students in KS3. <b>Group A</b> – Reading average has increased by 2 years and 2 months and writing levels have increased by 1 year and 7 months <b>Group B</b> - Reading average has increased by 1 year and 6 months and writing levels have increased by 1 year and 3 months
<b>Software - Numeracy</b>	To improve numeracy levels using technology: Investment in 'Symphony Maths' programme. Targeted practice of core numeracy skills to increase the numeracy levels of students in KS3	The use of software to aid learning, such as this software, has been shown to improve progress by 4 months.	28% of the students using the programme are eligible for Pupil Premium Monitoring and evaluation currently being undertaken to ascertain its impact
<b>Provision of curriculum resources</b>	Robertsbridge has made a conscious decision to help provide curriculum resources, such as textbooks, to those students who may not be able to afford them. As well as ensuring students can fully access the curriculum, this provision helps to minimise any perceived differences between cohorts of students		It is difficult to measure the impact of this provision. However, the year 11 cohort of 2014-2015 all received curriculum and revision resources for the first time. It is arguable that ensuring all of these students were able to fully access the curriculum helped to narrow the attainment gap compared to the year before.
<b>Funding for music lessons at the College</b>	The College funds music lessons for Pupil Premium students. This is part of our effort to ensure all students have the opportunity to partake in extra-curricular activities that will deepen their educational experience	EEF research has shown that participation in the Arts can improve students' progress by 2 months	In the 2014-2015 academic Year 9 Pupil Premium students had their music lessons funded by the College. This academic year, 17 of our Pupil Premium students are having their music tuition funded.
<b>Provision of laptops to students who do not have</b>	Supports students with homework and coursework.	Digital technology can lead to moderate learning gains (On average +4 months)	Afterschool detentions have dropped from 188 in 2012-13 to 183 in 2013-14.

<b>access to a computer</b>	Ensures all students have access to internet/ VLE/ and software at home		Lunchtime detentions have dropped from 282 in 2012-13 to 245 in 2013-14.
<b>Curriculum based educational trips e.g. theatre trips</b>	To provide experiences beyond the classroom	Enrichment activities allow pupils to experience new opportunities. They contribute to pupils becoming work ready, ready for further study and life ready.	Attainment of PP students has risen, as shown by 'the gap' narrowing by 10% from 2013-2014 to 2014-2015
<b>Holiday revision sessions</b>	To provide students with the opportunity to attend revision classes before the GCSE exams with specialist teachers, or to complete final Controlled Assessments/coursework	Research on extending school time indicates that pupils make up to 2+ months progress. There is some evidence that disadvantaged students benefit disproportionately.	PP result 2014-15 showed that PP students were only 1% below their FFTB-D target for 5A*-C including English and Maths. Current Gap of PP against all students was -18% (10% narrower than previous year)
<b>English and Maths intervention classes</b>	To improve students' understanding of and progress in English and Maths with targeted intervention by specialist teachers. These classes take place afterschool, at lunch, or during learning mentor time	Small group tuition has been found to increase progress by 4+ months Extending school time, such as by running afterschool interventions, has been found to improve progress by around 2 months	Rise in progress made for students. 72% of PP students made 3+ levels of progress in English 75.8% of PP students made 3+ levels of progress in maths
<b>1:1 and small group teaching of additional literacy and numeracy in years 7 and 8</b>	Use of specialist teachers to support students who fell below level 4, to bring them to the required level with intensive sessions before accessing the rest of the curriculum (separate action plan in place)	One-to-One teaching by a teacher has been found to increase progress by 5+months Small group tuition has been found to increase progress by 4+ months	A cohort of seven students who worked with our HLTA in the academic year of 2014-2015. On average, these students made 1 year 6 months progress
<b>Funding of achievement rewards for students</b>	To promote success and recognise achievement	Reinforcing positive behaviour and celebrating success encourages pupils to maintain a good working ethos.	PP result 2014-15 showed that PP students were only 1% below their FFTB-D target for 5A*-C including Eng and Maths. Current Gap of PP against all students was -18 (10 % Narrower than previous year)
<b>Additional behaviour and learning support activities</b>	To support with behaviours that affect attitude and attainment	Behaviour support worker helps to raise aspirations of students.	Detentions, isolations and exclusions have been reduced since 2012-13) It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils'

			learning.
<b>Enhanced KS2 to KS3 transition (pastorally, SEN, English and maths)</b>	To create clear communication between feeder schools and new teachers, allowing students to settle quickly. Attainment and assessment information to be collected to decrease potential for dip.	Studies have shown that the cognitive skills gap between students from low-socio economic backgrounds and their peers is narrower than the language gap	Our setting is based on CAT scores. These scores include cognitive measures, an area that many Pupil Premium students perform better in. In the current year 7 cohort, 14% of the upper bands are eligible for pupil premium. These students in the top sets make up 43% of their year groups Pupil Premium cohort.
<b>Summer School (targeted at FSM in Year 6 and those below levels 4 in maths or English in years 7 and 8)</b>	To provide literacy and numeracy support, as well as life skills, PE and sports, and confidence boosting sessions with outside guests		22% of the students that attended our most recent summer school were Pupil Premium. The Accelerated Progress Coach attended the Summer School, giving the pupil the opportunity to meet her
<b>Lunchtime homework support</b>	To support students who may find homework challenging	Setting homework has been found to benefit students' learning by around 5 months. Helping to ensure that students have the opportunity to complete their homework will therefore aid their learning.	Afterschool detentions have dropped from 188 in 2012-13 to 183 in 2013-14. Lunchtime detentions have dropped from 282 in 2012-13 to 245 in 2013-14.
<b>Breakfast Club</b>	Provided to ensure that pupils have access to food at the start of the school day.		Attendance has risen by 1% this year with a reduction persistent absence.  54% of our LAC students have attended Breakfast Club this academic year (2015-16).
<b>Mentoring and advice to help remove barriers to success</b>	Senior leader mentors to support Year 11. Tutors to support all other years. Assertive mentoring to support pupils who are not making expected levels of progress.	There is some evidence that pupils from disadvantaged backgrounds are likely to benefit more (nearly double the impact). Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour.	All year 11 Pupil Premium Students are being assertively mentored this year and our Heads of House and Senior Leadership Team monitor their progress and attitude closely
<b>University 'taster' days</b>	To raise the aspirations of 'first time' university applicants. Giving pupils the opportunity to explore a wide range of options post 16. Raising aspirations of further education.		No NEETs or unknown destinations from our 2014-2015 leaving cohort Attainment by our PP students has increased, suggesting a rise in aspiration



## **The future of Pupil Premium at Robertsbridge Community College**

In addition to our existing initiatives and interventions, Robertsbridge Community College will be introducing a number of new programmes, some of which are listed below.

### **Partnership School of the University of Sussex:**

Robertsbridge Community College is now working with the University of Sussex's Widening Participation department. A selected cohort of students will be enrolled into the First Generation Scholarship scheme. This programme opens up opportunities such as mentoring by student ambassadors, assemblies for students and parents, campus tours, taster days and a four day residential summer school.

### **BrightMed Programme:**

Following on successes from last year, year 8 students will be given the opportunity to apply for this mentoring programme run by the Brighton and Sussex Medical School which aims to encourage students to consider studying medicine at university.

### **Mentoring by the Girls Network:**

The Girls Network is a charity that links girls up with successful career women who become their mentors. The scheme aims to increase girls' self-esteem and aspirations through targeted mentoring. Each session has a theme, such as interview techniques or university. A selected cohort of our students will work with the charity and local businesses.

### Overall Results Summary 2014-2015

<b>Progress Measures Non-PP</b>	<b>Total</b>	<b>Percent</b>	<b>Progress Measures Pupil Premium</b>	<b>Total</b>	<b>Percent</b>	<b>Gaps % 2015</b>	<b>Gaps % 2014</b>
Students making 3+ LOP in English	91	71.7	Students making 3+ LOP in English	16	55.2	-16.5	-24
Students making 4+ LOP in English	33	26	Students making 4+ LOP in English	5	17.2	-8.8	-7
Students making 3+ LOP in Maths	104	81.9	Students making 3+ LOP in Maths	17	58.6	-23.3	-17
Students making 4+ LOP in Maths	47	37	Students making 4+ LOP in Maths	5	17.2	-19.8	-15

<b>Progress/Attainment 8</b>	<b>Non-PP Total</b>	<b>PP Total</b>	<b>Gap</b>
Average Total Attainment 8	52.39	40.48	-11.9
Average Attainment 8 Grade	5.24	4.05	-1.19
Average Estimated Attainment 8	51.02	41.07	-9.95
Average Total Progress 8	0.14	-0.06	+0.02

<b>5 A*-C Measures</b>	<b>Non-PP%</b>	<b>PP %</b>	<b>Gap</b>
Students with 5 x A*-C inc. English & Maths	72.4	48.3	-24.1