

# THE SYDNEY RUSSELL SCHOOL



## Pupil Premium 2016-17



## Pupil Premium 2016-2017

### Context

All schools receive a payment known as 'Pupil Premium', for each child who is either currently registered for free school meals (FSM) or have received FSM in one or more of the previous six years. Pupil Premium Plus is received for students who have been in continuous care for six months or more as well as for children who are 'Looked After'.

Research has shown that children who have been on or are currently on Free School Meals (FSM) do not attain as highly as other children in school. The government provides this grant so that we can commission/allocate additional support to ensure that they do. The support can be in a short burst or over a longer term such as a term, two terms, a year or more. It may take the form of 1-1 or small group teaching and may be an evidence based intervention. It can be additional resources, enrichment or access to opportunities that enhance learning and or aspiration.

The Pupil Premium amount payable to schools was £935.00 per student for the academic year 2015/16 and remains at £935.00 per student for the academic year 2016/17. There are 39% of students at the Sydney Russell School currently eligible for Pupil Premium.

The headline allocation of funding that the Sydney Russell School received as Pupil Premium during the academic year 2015/16 was £ 716,856. The total funding for the academic year 2016/17 is £ 721,849.

Schools decide how to use the Pupil Premium allocation, as the Government has stated that they are best placed to assess what additional provision should be made for individual students.

The range of activities and interventions that the Pupil Premium has funded, or contributed towards at the Sydney Russell School during the past two years includes:

- Staff training and CPD to support improvement in student literacy and numeracy
- Additional staffing: academic mentors/counsellor/intervention support/teaching assistants
- Classes that run before school, after school, during the school holidays and at weekends
- Support from behaviour support team and KS5 Academic Mentor
- Employment of additional core subject teaching/tutoring staff

- Careers Advice, Support and Guidance
- Special Projects and External Provider Interventions
- Enrichment activities
- Alternative Curriculum provision

### Pupil Premium Spending 2015-2016

Intervention	Focus	Cost
<b>Academic Support:</b>		
Additional support and intervention	Students receive support with exam preparation and coursework preparation in English Literature along with exam prep for the linear English Language. This will help support outcomes in.  Revision and exam support for all subjects before and after school plus during school holidays.  Year 11 Maths breakfast club for targeted students	£10,000
In class support and Study Clubs	Teacher assistant support for targeted students with key subjects enabling small group work and facilitating smaller class sizes.	£140,000
Accelerated Reader and reading Intervention	A programme to assess, track and monitor the progress of students reading ages. Enabling intervention to be timely. Students are also supported with reading and provided with opportunities to read for pleasure.	£8,000
Enhancing Primary site library provision	Creating an attractive reading environment to encouragement	£20,000
Literacy Focus Groups	Nurture groups with reduced student teacher ratio to accelerate literacy development with students with low prior attainment.  Appointment of a literacy co-ordinator	£135,000
Numeracy Focus Groups	Nurture groups with reduced student teacher ratio to accelerate mathematical understanding with students with low prior attainment.	£135,000

	Appointment of a numeracy co-ordinator	
Academic Support Groups	Small groups with reduced student teacher ratio focusing on behaviour modification to improve student access to the curriculum	£95,000
Alternative Key Stage 4 Provision	Opportunities to re-engage students through a range of courses at the local college and with lifelines	£30,000
<b>Student Welfare:</b>		
One-to-one support	Mentoring programme to support achievement of students from KS3 to KS5. To This involves school counsellor, CHATTS plus KS workers	£67,000
Attendance Support	Investment in attendance monitoring provision which includes a dedicated KS3 and KS4 attendance lead Support for targeted students to improve attendance and punctuality. Support worker to lead on first day response and follow up quickly on truancies	£35,000
CEIAG	Careers guidance and support service is a particular priority for our FSM students to ensure students have a clear careers path and that they are supported with the next steps	£8,000
Extended School and enrichment activities	Increasing and co-ordinating the number of additional activities.	£20,000
<b>Material Support:</b>		
Uniforms	Uniform items purchased by the school to support families who are not in a position to purchase.	£1,400
Educational visits	Funding will be used to encourage participation from students	£7,000
MyMaths	Provides an online learning platform where students can complete tasks and respond to development areas within their work.	£1,000
Music lessons	A contribution will be made to ensure that students are supported in developing wider learning experiences.	£3,000
In curriculum support	Specific curriculum support requests which support the development of student progress.	£5,000
<b>Total</b>		<b>£722,400</b>

## Impact

The overall impact of Pupil Premium Funding is evidenced in:

- Outcomes for FSM students which have a trend of improvement
- An increasing number of FSM students entered for the Ebacc with 29% FSM students achieving the Ebacc compared to 28% of all students nationally
- Improvement in FSM student attendance including PA data
- Increase in achievement of FSM students achieving rewards
- The number of days of fixed term exclusions and permanent exclusions for FSM students remain well below the national
- Improvement in parental/carer engagement
- Applications by FSM students to university
- Increased retention of FSM students into post 16
- Very low NEETs

The percentage of FSM students being very successful at GCSE continues to improve and in some areas their achievement and progress is close to or better than of other students. Progress levels in English and history for these students is far greater than the national average for students and continues to rise. This trend in the achievement of our FSM students is largely a result of the additional teaching provided in and outside of normal school lessons and high quality tailored interventions by teachers in lessons. The Sydney Russell School has a strongly inclusive ethos and all students are encouraged to pursue excellence in their learning irrespective of their backgrounds. It is our belief that the rich and diverse nature of our curriculum offers every student the opportunity to achieve genuine success.

The aspects of the Strategic School Improvement Plan that have been supported by Pupil Premium funding are:

- To raise standards of student achievement and close attainment gaps further
- To raise standards rapidly in Maths and Science to bring them into line with other core subjects
- To improve retention further of students into post 16 learning at the Sydney Russell School

The table below highlights the impact of our work with Pupil Premium students.

GCSE Performance Measure 2016	SRS
Progress 8 all students	+0.38
Progress 8 for disadvantaged students	+0.37
Progress 8 score for disadvantaged students English	+0.52
Progress 8 score for disadvantaged students Maths	-0.16
Progress 8 score for disadvantaged students English Baccalaureate	+0.81
Average Attainment 8 score for all students	53.11
Average Attainment 8 score for disadvantaged students	51.96
% of students entering the English Baccalaureate	75%
% of disadvantaged students entering the English Baccalaureate	74%
% of students achieving English Baccalaureate	47%
% of disadvantaged students achieving English Baccalaureate	40%
% of disadvantaged students achieving a good pass in English and maths	55%

16+ Performance Measure 2016
Our A' level value added score is 0.33, academic score 0.33 and applied general 0.53.
A level attainment point is 31.97, a grade C+ whilst for the Technical level it is a Dist* on 45 points. For our FSM learners academic value added is significantly above average for those with prior attainment grade C.

## Pupil Premium Plan 2016-2017

Intervention	Focus	Cost
<b>Academic Support:</b>		
Core subject additional support and intervention	<p>Additional lessons for targeted students supported by external Maths/English provision.</p> <p>All year 11 students given an additional hour of English and Maths in addition to current curriculum time. Students receive support with exam preparation and coursework preparation. This will help support outcomes in English Literature along with exam prep for the linear English Language.</p> <p>Revision and exam support for all subjects before and after school plus during school holidays.</p> <p>Identified students in year 11 are given a teacher mentor to meet with them 1:1 weekly/fortnightly to monitor progress and support them to cope with the demands of their Ebacc GCSEs.</p> <p>Year 11 Maths breakfast club for targeted students</p> <p>Year 7 handwriting intervention</p>	£22,000
In class support and Study Clubs	<p>Teacher assistant support for targeted students with key subjects enabling small group work and facilitating smaller class sizes.</p> <p>In addition identified students further attend at least one after- school study support session which has links to the curriculum. In these sessions students will work through a variety of curriculum activities, including; homework, classwork and revision.</p>	£150,000
Accelerated Reader and reading Intervention	<p>A programme to assess, track and monitor the progress of students reading ages. Enabling intervention to be timely. CPD on using the programme effectively and developing questioning techniques. Students are also supported with reading and provided with opportunities to read for pleasure.</p>	£9,000
High Achievers provision	<p>Programme in place to monitor the progress of High Achieving students, providing mentoring of key students along with increased external opportunities which support achievement.</p>	£9,000

	Appointment of HA co-ordinators for each key stage including KS5	
Literacy Focus Groups	Nurture groups with reduced student teacher ratio to accelerate literacy development with students with low prior attainment.  Appointment of a literacy co-ordinator	£135,000
Numeracy Focus Groups	Nurture groups with reduced student teacher ratio to accelerate mathematical understanding with students with low prior attainment.  Appointment of a numeracy co-ordinator	£135,000
Academic Support Groups	Small groups with reduced student teacher ratio focusing on behaviour modification to improve student access to the curriculum	£95,000
Alternative Key Stage 4 Provision	Opportunities to re-engage students through a range of courses at the local college and with lifelines	£20,000
<b>Student Welfare:</b>		
One-to-one support	Mentoring programme to support achievement of students from KS3 to KS5. To This involves school counsellor, CHATTS plus KS workers	£67,000
Attendance Support	Investment in attendance monitoring provision which includes a dedicated KS3 and KS4 attendance lead Support for targeted students to improve attendance and punctuality. Support worker to lead on first day response and follow up quickly on trancies	£35,000
CEIAG	Careers guidance and support service is a particular priority for our FSM students to ensure students have a clear careers path and that they are supported with the next steps	£8,000
Extended School and enrichment activities	Increasing and co-ordinating the number of additional activities.	£20,000
<b>Material Support:</b>		
Uniforms	Uniform items purchased by the school to support families who are not in a position to purchase.	£1,400
Educational visits	Funding will be used to encourage participation from students	£7,000



MyMaths	Provides an online learning platform where students can complete tasks and respond to development areas within their work.	£1,000
Music lessons	A contribution will be made to ensure that students are supported in developing wider learning experiences.	£3,000
In curriculum support	Specific curriculum support requests which support the development of student progress.	£5,000
<b>Total</b>		<b>£722,400</b>

## Review of Pupil Premium Plan 2015-2016

### Context

	School	National
Students Eligible for FSM	41.9%	28.9
Deprivation indicator	0.33	0.20
Attendance	96.3%	95.4%
Persistent absenteeism (10%)	7.7%	12.1%

### Pupil Premium Data Summary 2015-2016

	School Progress 8 score for FSM6 students	School Progress 8 score for all students
Overall score	0.37	0.38
English	0.52	0.48
Maths	-0.16	-0.23
Ebacc slots	0.81	0.88
Open slots	0.20	0.21

## Attainment

### A\*-C English and Maths

	School FSM6	School All students
A*-C English and Maths	55%	58%

### Ebacc

	School FSM6	School All students	National	
Achieving EBacc	40%	47%		
Entering EBacc	74%	75%		

	School Attainment 8 score for FSM6 students	School Attainment 8 score for all students	National Attainment 8 score for FSM6 students	National Attainment 8 score all students
Overall score	51.96	53.11		
English	11.38	11.42		
Maths	9.09	9.22		
Ebacc slots	15.47	16.13		
Open slots	14.40	16.35		

## Review of Provision

<b>Provision</b>	<b>Literacy and Numeracy Focus Groups</b>
<p>Key groups of students who required specific literacy and numeracy support were identified. The provision focused on students with low prior attainment. The provision supported students across years 7-9 and allowed for small teaching groups with a limited number of teachers who kept the focus on literacy and numeracy through integrating programmes of Study. Student data indicated that students made good progress. This has enabled the creation of an extra upper band class for KS4.</p> <p>It is planned to continue these provisions next year</p>	
<b>Provision</b>	<b>Core Subjects Additional Support and Intervention</b>
<p>One of the supports was additional lessons in English and Maths for targeted students. Key groups of students were targeted based on students' progress data. There was a high level of student engagement with the sessions particularly at KS4 and in year 11 and the sessions were well received. Good attendances from students made for positive working sessions.</p> <p>Identified students in year 11 were given a teacher mentor who met with them 1:1 weekly/fortnightly to monitor progress and support them to cope with the demands of their Ebacc GCSEs. Students benefited from having the opportunity to discuss and talk about education and their progress. The staff built positive relationships with their students and this supported them across the school. Improved attendance and punctuality to school was noticed amongst participants along with an increase in the Ebacc outcome.</p> <p>The plan is to continue these interventions next year where the need is identified.</p>	
<b>Provision</b>	<b>In Class Support and Study Clubs</b>
<p>The member of staff supporting the class and the subject teacher worked together to monitor the students' progress. The support staff member recorded the student's ability to access the curriculum on provision map and they raised any concerns with the subject teacher. Students were assessed each half term and a progress grade given. The support also helped reintegrate student who had returned from respite provision. The withdrawal scheme has allowed specific students further support in literacy and numeracy. It follows the curriculum, so clear links are made for students. The students attended after school sessions and worked through a variety of curriculum activities, including; homework, classwork and revision.</p>	

From the data it is clear that students made good progress. The benefit of this was that a greater number of students in years 7 and 8 were able to access the curriculum and make progress. As a consequence an extra upper band class for KS4 was created.

<b>Provision</b>	<b>Accelerated Reader and Reading and Intervention</b>
------------------	--

A programme to assess, track and monitor the progress of students' reading ages. There has been CPD on using the programme effectively and developing questioning techniques. It has been enabled intervention to be timely. Students were able to discuss text and read and the skill were taught to enable students to improve their reading levels.

An increase in borrowing seen across all year groups on the programme with confidence in reading and selecting of books.

An element of competition has been injected into reading. A baseline assessment using the Diagnostic Reading Assessment was carried out prior to starting the intervention; at the end of the intervention another assessment using the same test was carried out to assess whether students had made progress. The plan is to continue this strategy next year and increase the number of students targeted. The programme supported a number of students in improving their reading ages.

<b>Provision</b>	<b>High Achievers Provision</b>
------------------	---------------------------------

A focused plan was devised to support their development in all curriculum areas to increase the % of top grades coupled with an increase in external opportunities. At 16+ value added was significantly above average for academic qualifications. For FSM learners academic value added was significantly above average for those with prior attainment C

<b>Provision</b>	<b>Academic Support Groups</b>
------------------	--------------------------------

This provision is to support students for whom behaviour is a barrier to learning. They are small fluid groups focused in both KS3 and KS4 focussed on behaviour modification to improve student access to the curriculum. The movement out of the group indicates its success. The majority of the students who have left the group are now accessing the curriculum and making progress

<b>Provision</b>	<b>Alternative Key Stage 4 Provision</b>
<p>Opportunities were sought to re-engage students through a range of courses or activities. The majority of students identified for this provision were largely FSM and low prior attainers. The activities impacted on attendance and led to more positive attitude to school. P8 data shows GCSE low prior attainment score as 0.88</p>	
<b>Provision</b>	<b>Year 7 Peer Mentoring</b>
<p>Students had weekly meetings with their mentors. Discussions about school/home life and extra-curricular activities. The aim of the project was to raise students' confidence, self-esteem and therefore improve subject levels. Students were assessed every half-term.</p> <p>English assessments used as success criteria. 100% of participants were on track after undertaking this programme. As the needs of the students become more complex there is a need for this provision to be continued.</p>	
<b>Provision</b>	<b>Attendance Support</b>
<p>Appointment of KS3 and KS4 attendance leads to support for targeted students to improve attendance and punctuality ensured an increase in our attendance and allowed our PA to remain below the average despite being moved to 90%</p>	
<b>Provision</b>	<b>Uniforms</b>
<p>Uniform items purchased by the school to support disadvantaged families ensured students attended and ready for work. Items included not only the school blazer but black shoes</p>	
<b>Provision</b>	<b>Educational visit</b>
<p>There was a wide range of trips offered which all children eligible were able to attend</p>	
<b>Provision</b>	<b>MyMaths</b>
<p>All students in year 11 had access to MyMaths and for students with no access internet a disc was provided</p>	
<b>Provision</b>	<b>Music lessons</b>
<p>A contribution was made to ensure that any student who would benefit from a peripatetic music lesson was supported.</p>	
<b>Provision</b>	<b>In curriculum support</b>
<p>Specific curriculum support requests ensured that student needs were met</p>	

## Literacy and Numeracy Catch-Up Premium 2015 – 2016

### Context:

The literacy and numeracy catch-up premium is aimed at Year 7 students who did not achieve at least Level 4 in reading and/or mathematics at the end of Key Stage 2 (KS2). It provides additional funding to support these students and accelerate their progress in English and Mathematics. The funding enables the school to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils that most need it, so that they catch up with their peers.

In 2015-16 the Sydney Russell school was allocated £27,500 in funding as part of the catch-up premium.

At Sydney Russell, we assess the individual needs of each pupil who requires additional support and intervention in literacy and/or numeracy to decide the best way to use the funding. We then select programmes and approaches that are proven to be effective in enhancing literacy and/or numeracy skills.

We use the funding to enhance our provision of a sophisticated range of interventions that include:

### Provision

At the start of school in September, following assessments, MIDYIS tests and a detailed analysis of Key Stage 2 information, students are targeted for a variety of literacy and numeracy interventions as follows:

- The use the Accelerated Reader programme to support the assessment and improvement of students' reading age and to support their basic literacy skills.
- A Reading Mentor weekly Programme of Year 12 Mentors working with Year 7 students in developing reading skills for students
- Literacy and Numeracy Focus Groups run for students working at or below Level 3 in English and maths
- Homework Help Clubs run at lunchtimes and after school for Year 7 students who have difficulty managing their homework at home
- Increase in timetabled English and Maths lessons at KS3 – In year 7 we have moved from 3 lessons and week to 4 lessons a week in English and Maths, resulting in the need for a new English and Maths teacher. The aim of this is to ensure that students receive one reading lesson a week as well as allowing a more extensive focus on core skills in year 7.
- We have appointed a numeracy co-ordinator to develop consistent approaches to number work across the curriculum

- Effective teaching and learning - staff professional development sessions have focused on how to work with students that arrive in school with lower than low prior attainment whose reading age is below 11. Quality teaching has the strongest impact on pupil achievement and is critical to supporting student progress.

### **Impact**

67% of the Year 7 students targeted students advanced in their reading age by 6 months or more over a 6 month period. This is very encouraging as nationally there can be a tendency for student levels to plateau in Year 7 while adjusting to their transition. Over 50% of this cohort increased their reading age by more than one year in this period which is also very pleasing. The 33% of students whose levels progressed by less than 6 months were re-tested and targeted for additional reading support in Year 8.

The students who received numeracy intervention were tested before and after intervention using a Basic Number Screening test. The expectation for a pupil would be to make at least 9 months progress between September and May. The impact of the numeracy intervention was also extremely positive. 90% of pupils made more than expected progress and 60% made significantly more than expected progress.