

THE SYDNEY RUSSELL SCHOOL



Pupil Premium Strategy and Literacy and Numeracy Catch-up Premium 2018-2019

(Inc. Grant Expenditure and Student Outcomes 2017-2018)



Context

The pupil premium is additional funding given to schools to raise the attainment of disadvantaged students and close the gap between them and their peers. Research has shown that children who have been or are currently on Free School Meals (FSM) do not attain as highly as other children. This grant is so that we can commission additional support to ensure that they do. For each child who is either currently registered for free school meals (FSM) or has received FSM in the last six years the schools receive a payment known as ‘Pupil Premium’. 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’.

The amount payable to schools was £1320 for a pupil in reception to year 6 and £935.00 per student in KS3 and KS4 for the academic year 2017/18. The funding remains the same for the academic year 2018/18.

The total amount received is shown below:

Financial Year	No on roll	Total Pupil Premium	
		% of students eligible for PP	Total amount of PP received
2017-2018	2204	41%	£ 698, 37
2018-2019	2450	38%	£680,825

Sydney Russell’s Principal and school governing body is accountable for the impact of pupil premium funding in the following ways:

- performance tables, which show the performance of disadvantaged pupils compared with their peers.
- details of how we use the pupil premium and its impact on pupil achievement published online each year.
- Ofsted inspection framework focus on the attainment of pupils who attract the pupil premium.

The information below shows the position of Sydney Russell against other schools nationally based on the characteristics of its students. We await the 2018 breakdown. The school is considerably higher than the national average in terms of the % of students eligible for the pupil premium.

School level trends

2017 Quintile

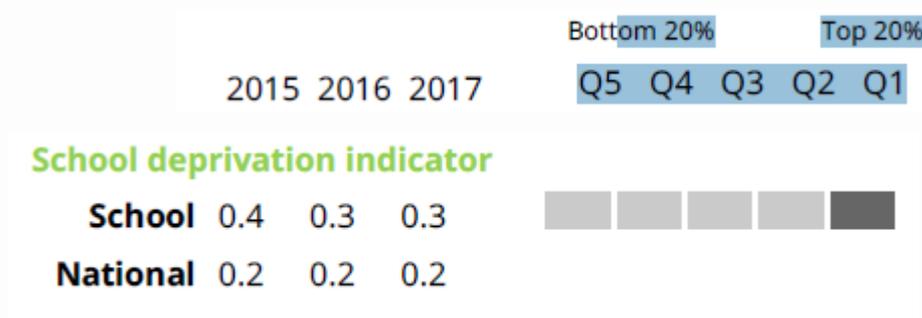
Bottom 20% Top 20%

2015 2016 2017 Q5 Q4 Q3 Q2 Q1

% eligible for FSM at any time during the past 6 years

School	45	42	40	
National	29	29	28	

Additionally, the school has a very high deprivation indicator



Key Spending Principles

Schools decide how to use the Pupil Premium allocation. At Sydney Russell, Pupil Premium funding is used to support the learning of disadvantaged pupils based on the following principles:

- Good teaching benefits disadvantaged pupils most - as a result, we invest in experienced and effective class teachers.
- The school’s structured and knowledge-rich curriculum is particularly advantageous for disadvantaged children, so we ensure that we are sufficiently investing in curriculum development.
- Effective tracking enables timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM pupils of all abilities in making accelerated progress. Early intervention is crucial - we understand the impact of early identification, and invest in work with students as early as Reception and KS1.
- Students who are behind need additional learning time to catch up - we invest in raising attendance, extended provision and tutoring, to enable gaps to narrow.
- Life experiences and cultural literacy raise aspirations - so we invest in visiting experts, residential experiences and cultural activities.

Performance of pupil premium students at Sydney Russell

The table below shows that the progress gap between our pupil premium and non-pupil premium in 2017 students is narrow. Additionally, the progress made by our pupil premium students can exceed the national non-pupil premium or ‘non-disadvantaged’ figure.

Key Stage 2 Performance Measure 2017	2017 Provisional disadvantaged	2017 Provisional other
Expected Standard Reading/Greater Depth Reading	100% / 33%	79% / 28%

Expected Standard Writing/Greater Depth Writing	100% / 33%	72% / 18%
Expected Standard Maths/Greater Depth Maths	100% / 79%	33% / 28%
Progress 8	0.1	0.1
Progress 8 score English	0.1	0.1
Progress 8 score Maths	-0.1	0.1
Progress 8 score BaccaLaureate element	0.6	0.1
Average Attainment 8 score	43.6	49.8
Average Attainment 8 score English	9.4	10.6
Average Attainment 8 score maths	7.7	9.7
Average Attainment 8 score EBacc	13.1	13.7
% of students entering the English BaccaLaureate	69%	43%
% of students achieving English BaccaLaureate (strong Pass)	40%	28%
% achieving a strong pass in English and maths	30%	49%

We await final validated data for 2018 but the emerging picture is:

GCSE Performance Measure 2018 (based on checking tables without amendments)	2018 Provisional disadvantaged	2018 Provisional other
Progress 8	-0.08	
Progress 8 score English	-0.06	
Progress 8 score Maths	-0.32	
Progress 8 score BaccaLaureate element	-0.09	
Average Attainment 8 score for all students	41.0	
Average Attainment 8 score English	9.01	
Average Attainment 8 score maths	7.48	
Average Attainment 8 score EBacc	11.52	
% of students entering the English BaccaLaureate	63.0%	
% of students achieving English BaccaLaureate (strong Pass)	15.1%	
% achieving a strong pass in English and maths	27.7%	

Review of Provision 2017-2018

Provision	Literacy and Numeracy Focus Groups
<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. It is planned to continue these provisions next year</p>	
Provision	Core Subjects Additional Support and Intervention
<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. Improved attendance and punctuality to school was noticed amongst participants along with an increase in the Ebacc outcome. The plan is to continue these interventions next year where the need is identified.</p>	
Provision	In Class Support and Study Clubs
<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.</p> <p>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> <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.</p>	

Provision	Accelerated Reader and Reading and Intervention
<p>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.</p> <p>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.</p>	
Provision	High Achievers Provision
<p>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.</p>	
Provision	Academic Support Groups
<p>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</p>	
Provision	Alternative Key Stage 4 Provision
<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.</p>	
Provision	Year 7 Peer Mentoring
<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>	

Provision	Attendance Support
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%	
Provision	Uniforms
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	
Provision	Educational visit
There was a wide range of trips offered which all children eligible were able to attend	
Provision	MyMaths
All students in year 11 had access to MyMaths and for students with no access internet a disc was provided	
Provision	Music lessons
A contribution was made to ensure that any student who would benefit from a peripatetic music lesson was supported.	
Provision	In curriculum support
Specific curriculum support requests ensured that student needs were met	

Impact

The overall impact of Pupil Premium Funding is evidenced in:

- Outcomes for FSM students. A large number of FSM students are entered for and achieve the Ebacc
- 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
- Applications by FSM students to university
- Retention of FSM students at post 16
- Very low NEETs

The percentage of FSM students being very successful at GCSE continues to improve. Engagement and success at the Ebacc is greater than the national average for these students. This trend in the achievement of our FSM

students is largely a result of good teaching and high quality tailored interventions by teachers both inside and outside of normal school 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 to bring it into line with other core subjects
- To improve retention further of students into post 16 learning at the Sydney Russell School

16+ Performance Measure 2017

Our best three A' level score is 32.60 Grade C+. For our disadvantaged learners the score is 32.26 Grade C+.

Pupil Premium usage 2017-2018

Intervention	Focus	Cost
Academic achievement:		
Core subject additional support and intervention	<p>Additional lessons for targeted students supported by external Maths/English provision.</p> <p>Targeted year 11 students given an additional hour of English and Maths in addition to current curriculum time.</p> <p>Students receive support with exam preparation and coursework preparation. Nearly half of the PP students have low prior attainment but are given the best possible opportunity to achieve their potential</p> <p>Identified students in year 11 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>A Year 11 Maths breakfast club for targeted students, the majority of these are PP students</p>	£21,000

	Year 7 handwriting intervention focused on year 7	
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. This is centred around literacy and numeracy focus groups of which 45% are PP</p> <p>These groups are provided with a nurture environment and are with reduced student teacher ratio to accelerate literacy development with students with low prior attainment.</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 work through a variety of curriculum activities, including homework, classwork and revision.</p>	£112,000
Accelerated Reader and reading Intervention	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.	£9,000
Establish Primary Library facility	Create an attractive environment on the lines of Narnia encourage reading	£24,000
High Achievers provision	Programme in place to monitor the progress of High Achieving students, providing mentoring of key students along with increased external opportunities which support achievement. Appointment of HA co-ordinators pastoral and academic	£9,000
Numeracy Focus Groups	<p>Establish nurture groups with reduced student teacher ratio to accelerate mathematical understanding with students with low prior attainment. 45% of the students in these groups are PP</p> <p>Develop the role of numeracy co-ordinator</p>	£99,000
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 lifeline and BEP	£120,000
Student Welfare:		
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	£35,000

	to improve attendance and punctuality. Support worker to lead on first day response and follow up quickly on any truancies	
Pastoral support costs	We use funding to continue the outstanding pastoral support that we provide for all students. This includes two full-time student support Managers as well as the Learning support centre staff, who between them provide comprehensive support to students and families.	£50,000
Cost of PP subsidy for trips	In order to ensure that PP students get equal and fair access to trips, we have used funding to subsidise trips that would otherwise have been inaccessible for students.	£7000
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
Material Support:		
Uniforms	Uniform items purchased by the school to support families who are not in a position to purchase.	£2,000
MyMaths	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
	Total	688,000

The above does not represent an exhaustive list of provisions made which benefit Pupil Premium students but is a reflection of the nature of our financial expenditure to ensure that all students thrive during their time at Sydney Russell.

Literacy and Numeracy Catch-Up Premium 2018 – 2019

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 2017-2018 the Sydney Russell school was allocated £27,500 in funding as part of the catch-up premium. We are still awaiting final figures for this years funding. 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 for targeted students, 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.
- 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.