

THE SYDNEY RUSSELL SCHOOL



Student Premium Strategy and Literacy and Numeracy Catch-up Premium

2019-2020

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

Context

The student 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 'Student Premium'. Student 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 student in reception to year 6 and £935.00 per student in KS3 and KS4. The funding remains the same for the academic year 2018/19.

The total amount received is shown below:

		Total Student Premium	
Financial Year	No on roll	% of students eligible	Total amount received
2018-2019	2406	37%	£680,825
2019-2020	2408	35.4%	£647,882

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

- Performance tables, which show the performance of disadvantaged students compared with their peers.
- Details of how we use the student premium and its impact on student achievement published online each year.

Sydney Russell school is in the highest quintile (0.3) of the deprivation indicator and has considerably higher than the national average for the % of students eligible for student premium. Research has shown that children who have been on or currently on FSM do not attain as highly as other children in school. Our mission is to ensure that what a young person's family does or where they are born should not determine their life chances. As such, we have a relentless focus on improvement and measure our success by the achievement of all our students and our expectation is that no student is left behind.

Key Spending Principles

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

- Good teaching benefits disadvantaged students 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 - we aim to intervene as early as possible before gaps in attainment widen and support disadvantaged students of all abilities in making accelerated progress.
- Students who are behind need additional learning time to catch up - we invest in raising attendance and extend provision 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 student premium students at Sydney Russell

We await final validated data for 2019 but the emerging picture is:

The Primary phase

KS1 2018-2019	Expected Standard or above SRS Disadvantaged	Difference between SRS disadvantaged & national all Expected Standard	Greater Depth SRS Disadvantaged	Difference between SRS disadvantaged & national all Greater Depth
Reading	90%	+25%	30%	+4.9%
Writing	60%	-9.3%	30%	+5.2%
Maths	90%	+24.3%	20%	-1.8%

KS2 2018-2019 Provisional	Expected Standard or above SRS Disadvantaged	Difference between SRS disadvantaged & national all Expected Standard	Higher Standard SRS Disadvantaged	Difference between SRS disadvantaged & national all Higher Standard
Reading	91.7%	+18.6%	8.3%	-18.6%
Writing	91.7%	+13.3%	16.4%	-3.4%
Maths	100%	+21.4%	33.3%	+6.7%

The Secondary phase

GCSE Performance Measures 2019	SRS disadvantaged	National (all)	National (non-disadvantaged) 2018
Progress 8	+0.26	-0.02	0.13
Attainment 8	45.78	46.5	50.1
% of students entering EBacc	60%	38.4%	42.8%
% Basics %+ E&M	40.77%	43.3%	50.1%

The percentage of PP students being very successful at each Key Stage is a result of good or better teaching and high quality tailored interventions by teachers both inside and outside of lessons. Sydney Russell School challenges expectations and all students are pushed to achieve their maximum 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.

Review of Provision 2018-2019

Currency	Literacy and Numeracy Focus Groups KS3 and KS4	
	The provision focused on students with low prior attainment. Additional qualified teachers were recruited to improve contact ratios and allow for small teaching groups for LPAs. The LFG and NFG teachers kept the focus on literacy or numeracy through integrating programmes of Study. Student data indicated that LPA made good overall progress 0.17 with English being a strength with progress at 0.43. It is planned to continue the literacy focus groups 2019-2020 but not the numeracy focus groups	
	Core Subjects Additional Support and Intervention	
	Additional lessons in English and Maths were established for targeted students in year 11 identified through internal progress data. There was a high level of student engagement with the lessons which were well received. Good attendances from students made for positive working sessions. Positive GCSE progress data 0.26 for disadvantages is better than that of non-disadvantaged all.	
	In Class Support and Study Clubs	
	The LSA supporting the class across the curriculum and their teachers monitor the students' progress. The LSA recorded any concerns with the subject teacher. Students also attended after school sessions and worked through a variety of curriculum activities, including; homework, classwork and revision. Progress 8 for academic year 18-19 is 0.40 which is better than national non disadvantaged figures We will look to further develop both the in-class support and the study clubs for 2019-2020.	
	Heggerty Maths	
	All students in year 11 had access to Heggerty and for students with no access internet a disc was provided	
Provision		Accelerated Reader and Reading Intervention

	<p>The scheme has proved successful. An increase has been seen in borrowing books across all year groups. All of the 685 students on the programme, have taken three or more quizzes: 95% passed and 98% were taken independently. To promote the importance of comprehension, the library facilitated a reward system for students who pass ten quizzes with 100% accuracy and to challenge our higher ability students we celebrated ‘word millionaires’. This has been a success. The plan is to continue this strategy next year and further develop programmes supporting students in improving their reading. Accelerated reader will be introduced at our primary phase.</p>
	<p>In curriculum support Specific curriculum support requests ensured that student needs were met</p>
Culture	<p>Music lessons A contribution was made to ensure that any student who would benefit from a peripatetic music lesson was supported. The plan is to continue increase access to peripatetic music lessons</p>
	<p>HA Provision An HA Enrichment Lead was appointed to increase the cultural capital of our students. The number of external visits to universities increased and there was greater take up of students going on to study A levels. We will look to develop the role further and build additional capacity into supporting and developing our HA offer.</p>
	<p>Educational visit There was a wide range of trips offered which all children eligible were able to attend</p>
	<p>Academic Support Groups This provision is to support students for whom behaviour is a barrier to learning. These are small fluid groups in both KS3 and KS4 focused on behaviour modification to improve student access to the curriculum. The movements out of the groups indicates its success. The majority of the students leave the group access the curriculum, and make progress within the class they are placed. This provision will remain 2019-2020.</p>
Character	<p>Year 7 Peer Mentoring 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. 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 and expanded.</p>
	<p>Attendance Support Investment in attendance monitoring provision which includes a dedicated KS3 and KS4 attendance lead and a Deputy Head of Year to work alongside Heads of Years and pastoral SLT. This ensures that our attendance remains above the national and our PA below it. Attendance for our disadvantaged 2018-2019 was 94.6% against a national disadvantage figure of 92.8%. Our PA for disadvantaged was 15.1% and significantly lower than the national PA for disadvantaged at 21.6%</p>

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
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Impact

The overall impact of Student Premium Funding is evidenced in:

- A large number of FSM students are entered for and achieve the Ebacc. Engagement and success at the Ebacc is greater than the national average for these students. This trend in the achievement of our disadvantaged students is largely a result of good teaching and high quality tailored interventions by teachers both inside and outside of normal school lessons.
- Strong FSM student attendance including PA data
- Increase in achievement of FSM students achieving rewards
- Low NEETs

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

- To raise standards of student achievement and close attainment gaps further
- To increase the cultural Capital of our students
- To improve retention further of students into post 16 learning at the Sydney Russell School

Student Premium usage 2019-2020

Barriers to Learning:

PP students barriers to learning and future attainment at the Sydney Russell School:

- Students start from below age-related expectations when entering school which could impact on their long term achievements. Students begin with a lack of experience of independent learning, reading ages are generally below expected and low levels of literacy and numeracy are generally apparent.
- Social, emotional welfare needs impact on independence, confidence, resilience and the ability to problem solve in everyday situations requires support at every stage of the curriculum to ensure that students are fully prepared for life beyond Sydney Russell. Social and emotional well-being is of vital importance to ensure safety and engagement; this could be a potential barrier to future attainment if issues are not addressed.

- Attendance and punctuality are crucial for continued progress but could present as a barrier due to difficult family circumstances.
- Financial constraints often mean that students need to be supplied with uniform in order to enable them to feel secure in school.
- Lack of IT/Internet at home reduces opportunities for learning at home and as a result reduced levels of progress in school

Strategy for this academic year, 2019-2020:

At Sydney Russell, we regard raising achievement as being important for all students and a wide range of strategies are used to meet the needs of all groups of students. However, it is vital that our disadvantaged students are given support and every opportunity possible to achieve their potential.

PP funding is used to support the learning of disadvantaged students based on the following principles:

- Good or better teaching benefits disadvantaged students - as a result, we invest in experienced and effective classroom teachers and a rich CPDL programme to train staff.
- A banding system – which allows students to access the teaching, learning and support best suited to their needs.
- 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 students of all abilities in making accelerated progress.
- Students who are behind need additional learning time to catch up - we invest in raising attendance, extended day provision, supervised study rooms and tutoring, to enable gaps to narrow.
- Early intervention is crucial - we understand the impact of early identification, and invest in work with parents and pupils
- Life experiences and cultural literacy raise aspirations - so we invest in developing the cultural capital of our students
- Students benefit from advice and guidance – as a result we invest in additional staffing, including mentors/counsellors/learning support assistants.

The above strategies will benefit many of our PP students however, a number of PP students require some additional support and we ensure that all students have access to what they need to progress.

	Intervention	Focus	Cost
Currency	KS4 Targeted Support Groups	Additional lessons for all students in year 11. Year 11's are given an additional hour of schooling every day in a subject in which they need extra support. They also receive support with knowledge retention and exam preparation during this time.	£14,000
	Weekly CPD hour sessions	A number of departments teachers receive an extra non-contact periods for observation and departmental CPDL. This allocated hour added to their timetable allows for the development teaching and a discussion of strategies to raise achievement for all students.	£60,000
	Quality L&T	Ensure a comprehensive personalised CPD programme to retain and develop staff. Encourage participation in the ITP and OTP Olevi programmes. Develop coaches across the school to support the development of L&T	£20,000
	Maths Mastery	To establish Maths Mastery across years 7 and 8. This approach focusses on developing a deep understanding of number	£7,000
	English Mastery	Literacy skills on entry to Year 7 are lower which slows progress across the curriculum and remain lower than in KS3 than required for new GCSE curriculum English Mastery is based on four pedagogical pillars: a cumulative knowledge-rich curriculum; discrete grammar teaching; systematic instruction of tier two vocabulary; and the use of standardised, norm-referenced student work.	£15,000
	Accelerated Reader	This is a programme to assess, track and monitor the progress of students reading ages enabling intervention to be timely. Students are supported with reading, books are tailored to their ability and a quiz is completed which assesses their comprehension. The programme will be extended into the primary phase	£10,000
	Champion Reader – the rapid reader scheme	This is a reading scheme directed at our struggling readers. There is a range of finely levelled fiction and non-fiction books and benchmark books for each stage to ensure students' progress is monitored and that they are closely challenged. Ideas for speaking and listening and follow-up activities to extend comprehension, spelling and writing skills are included in the scheme.	£5000
	Hegarty Maths	Online learning platforms where students can complete tasks and respond to development areas within their work.	£2,000
	In curriculum support	Specific curriculum support requests which support the development of student progress.	£10,000

	Handwriting development	Our handwriting programme runs throughout the year. It is a roll-on roll-off programme led by SEN department and is supported by a team of students from our sixth formers.	£2000
	In Class Support	Learning Support Assistant support for targeted students across the key stages, with key subjects enabling small group work and facilitating smaller class sizes.	£35,000
	Computer usage	Increase computer facilities available on the primary site for class usage	£25,000
	Extend Study Provision	Open library as a study facility initially for two evenings per week between 3:30 and 7pm. It is focused towards year 11 and 16+ students. Refreshments are provided. It allows students who need a quiet venue to remain at school to do their work and study	£13,000
Culture	Financial constraints for music tuition	To fully subsidy the Music lessons both at the primary and secondary phase including peripatetic teaching.	£25,000
	Establish Primary Library facility	To place reading at the heart of the school. To create an attractive environment to encourage a love of reading	£30,000
	HA programme	Appointment of HA Lead to support learning, raise aspirations and create opportunities to develop cultural capital.	£10,000
	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.	£5,000
	Extended School and enrichment activities	Increasing and co-ordinating the number of additional activities. Appointment of an Engagement and Enhancement Officer and Culture and Heritage lead	£25,000
	Primary Engagement Lead	Appoint Primary Engagement Lead to develop and engage students in different sport and clubs at the primary phase	£15,000
	Careers Education	Establish a careers area including ipads for careers research. Appoint an Alumni lead to enhance careers across the school.	£40,000

Character	Access to the curriculum	Additional form added to each year group to enable low starters and students for whom behaviour is a block to leaning to receive 1:6 ratio and bespoke curricular with LSA support. This allows for the creation of the Literacy Focus groups and Academic Support groups. These groups are provided with a nurture environment and the reduced student teacher ratio accelerates literacy development with students with low prior attainment. 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.	£138,000
	Boxall strategy	This is a tool which allows us to assess our students wellbeing in relation to accessing learning and making progress. It enables us to celebrate strengths, plan interventions and monitor progress. The strategy is focused on targeted groups in years 7-10	£10,000
	Social and emotional well-being	Appoint an additional Mental health advisor and counsellor to work with students with mental health concerns and support staff to work effectively with them (the Martin Project)	£60,000
	Uniforms	Uniform items purchased by the school to support families who are not in a position to purchase.	£2,000
	Attendance Support	Investment in attendance monitoring provision which includes a 2 dedicated attendance leads and x5 Deputy Heads of Years to work alongside Heads of Years and pastoral SLT.	£30,000
	Pastoral support costs	We use funding to continue the outstanding pastoral support that we provide for all students. This includes a full-time LSC manager and two student support staff who between them provide comprehensive support to students and families.	£40,000
Total			648,000

The above does not represent an exhaustive list of provisions made which benefit Student 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 2019 – 2020

Context

The literacy and numeracy catch-up premium is aimed at Year 7 students who did not achieve at least the expected standard 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 students that most need it, so that they catch up with their peers.

In 2018-2019 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 student 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:

- 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.
- Improved contact ratios in year 7 for low prior attaining students through an additional form in year 7. This enables low literacy and numeracy students to follow a bespoke curriculum. Students in these bands have a leaning support assistant to support which created the needs for additional teaching posts and specialised training.
- Baseline testing in all subjects, allowing early identification and interventions where appropriate.
- 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 Maths support 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 a 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.
- The introduction of both Maths and English Mastery

Impact

Our P8 score for these students is +0.17 and above that of LPAs nationally

We are still awaiting final figures for this year's outcomes for English and Maths