

PUPIL PREMIUM SPENDING PLAN 2017/2018

- **44% of pupils are classified as PP in 2017/2018**

Intervention	Desired outcome	Review /Judgement	Impact
Additional Leadership roles in maths and Science	To improve outcomes and raise aspirations for PP students in maths and science.	Progress improves over time in line with national expectations.	<p>Maths Lead Practitioner: There were measured improvements in the outcomes for PP students in maths with attainment gaps closing in the 4+, 5+ and 7+ attainment thresholds.</p> <p>Science Lead Practitioner: Whilst no evidence of improved attainment or progress was provided – there was a noticeable improvement in PP students engaging in extra-curricular activities coordinated by the lead practitioner.</p>
Supporting disadvantaged pupils with a team of learning behaviour mentors	Raise the attainment, attitude and attendance of disadvantaged students.	ATL - Data drops and LBM Monitoring.	The learning behaviour mentors have established positive working relationships with the students they support on a pastoral and academic level. Specific LBMs were partnered with students to support in exams as readers and scribes.
Supporting disadvantaged pupils with Pastoral support	Raise the attainment, attitude, behaviour and attendance of disadvantaged students with the support of a Pastoral team.	ATL - Data drops, Attendance, Behaviour and Incident monitoring	<p>The implementation of the student well-being room provides an area where students can receive one-to-one support on coping mechanisms for stress and anxiety.</p> <p>The increased pastoral team has seen improvements in responding to classroom behaviour incidents, punctuality and attendance issues.</p>

Accelerated Reader	To improve outcomes for students within English and Literacy across all Key Stages	Improved progress	A new accelerated reader lead has raised the profile of reading through prizes, certificates and highlighting of students with reading ages of concern.
Literacy Coordinator	Reading ages raised to expected national levels.	Raised attainment from KS3.	Literacy Coordinator: The profile of literacy across the school has been raised with all departments having a personalised action plan and strategies they have been/are using. Literacy objectives are now embedded into each and every lesson and are given parity with the main learning objective of each lesson.
Intervention with primary school and Y7 nurture group	Primary students targeted for literacy intervention to enable consistent approach and benchmarking of literacy abilities. Profile of incoming students to Y7 increased. Greater support given to disadvantaged students furthest behind in year 7.	Raised attainment at Key Stage 3 to prepare for Key Stage 4.	Primary Interventions: Boxall profiling has been used to measure the impact of primary interventions and this has shown improvements in students' resilience, mood and overall behaviour. Year 7 and 8 Nurture Groups: The initial results of Boxall profiling showed that PP students enjoyed the wide range of interventions provided by the nurture group sessions which provide students with high quality pastoral care to support their emotional and well-being needs.
Year 8 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 7.	End of KS3 data.	The nurture groups also provided academic support with reading such as the Dockside reading scheme. 76% of students increased their reading age as a result of this scheme.
Year 7 support group	Continue to work with highlighted disadvantaged pupils, who were behind their peers joining the school in year 6.	End of KS3 data.	

Easter revision programme	Additional teaching sessions for targeted students to increase opportunities of success at Key Stage 4.	Increased attainment at KS4 across most subjects. Outcomes in summer examination results.	Refreshments were provided in Citizenship and English. This resulted in improved attendance at those sessions and the outcomes were positive in terms of progress and attainment.
Period 6	To raise aspirations for disadvantaged students and to ensure they attend extra classes.	Progress from data drops at the end of year 10 to results.	Period 6 attendance averaged at above 60% and those who attended period 6 regularly made improved progress.
Elevate Project	To increase confidence and ambition of disadvantaged students. Ensuring that they have access to a wide range of opportunities and raising achievement initiatives.	NEET figures Attitude to learning figures.	Student feedback from the elevate project suggested that they felt the time was well spent and they would recommend it to their peers. Students developed a set of essential study skills for examinations which they felt suitably prepared them for external assessment.
Brilliant club	To improve outcomes for targeted disadvantaged pupils.	Tracked progress and attitude and from year to year with targeted students.	The supra-curricular experience provided by the Brilliant Club provision was well-received by all students who attended the 12 week programme. They found the tertiary level insights particularly engaging and felt this encouraged them to consider further and higher education beyond school.
ICT support	To give disadvantaged students the opportunity to achieve an ICT qualification.	End of year results for disadvantages students	PETXi was an ICT qualification taken by 46 of our target pupils and had a predicted impact on progress of +0.02.
Commando Joe	To increase attendance, confidence and attainment of disadvantaged pupils.	Termly review of overall targeted pupils attendance, attitude and progress	Targeted students attended Commando Joes regularly and found that the time improved their own well-being and confidence levels – particularly in the build up to internal and external examinations.

Teachers PP plan	To allow disadvantaged pupils proportionally equal opportunities within the classroom. To improve attitudes and leadership roles of disadvantaged students	Termly review of overall disadvantaged student's attitude to learning and pupil's progress.	This increased the focus on PP students in the classroom in terms of marking and priority questioning – contributing to the narrowing of gaps in PP outcomes and attainment.
Online digital learning resource	To ensure students will not miss out on essential ICT opportunities because of their background.	Attitude to learning in computing. Subject intake from February.	Online Digital Learning Resource: This has made e-safety learning more engaging and effective in lessons through access to the resource. It has also had a positive impact on student safety and digital awareness- including safer online behaviours and increased e-safety knowledge.
University outreach scheme.	To provide PP students with opportunities and new experiences from KS3 going into KS4.	Yearly review of progress, attendance and attitude over the 5 year program	<p>University Outreach Scheme: This had a marked improvement in raising the attainment and aspirations of our upper band PP students, including:</p> <p>77.3% of upper ability FFT banding students achieved 9-4 in both English and Maths which is just above FFT 50.</p> <p>Attainment 8 of upper ability PP students in Maths increased from 5.73 in 2017 to 8 in 2018. 7+ in Maths increased from 30% to 45.5%.</p> <p>Pupil voice indicated that 71%, of Year 11 PP students in the upper ability FFT band, were more likely to go to University after interventions.</p> <p>All upper ability banding PP students in year 10 and 11 were invited to Oxford University</p>
Sports enrichment	To ensure student will not miss out on essential sporting opportunities because of their background.	Termly review of funds used	Sports Enrichment: PP pupils were given kit to keep if they did not have one of their own to allow them to fully access sport both in and out of curriculum time. This improved the participation rates in all lessons by

			<p>reducing the number of students who did not have kit to take part.</p> <p>Additional rock climbing intervention was very successful in increasing GCSE practical marks: OCR results – 94.4% PP pupils (17 of 18) achieved or exceeded target grade.</p>
Achieve 3000	To enable Pupil Premium Students to improve independent reading skills of non-fiction texts. To reduce the gap in student outcomes between PP and non-PP students over time in English.	Improved lexile levels on Achieve 3000 tracked by class teachers. Impact on English data drop	Achieve 3000: The progress gap between PP and non PP students has been significantly reduced in English and is better than similar schools nationally.
To ensure all PP students have revision guides in science	To improve outcomes for year 11 Science PP students	Year 11 outcomes Improved attitude to learning	Revision Guides: Historically pupils who have received revision guides and used them within lessons and period 6 have shown an improvement in their grades. Previously pupils who have engaged with revision during lunch times and after school have raised their achievement by at least one grade. The majority of the work by these pupils has been at home and as such the revision guide is a vital resource for improving students' independent learning skills.
To ensure all PP students have revision guides in MFL	To improve outcomes for year 11 and 10 PP MFL students	Year 11 outcomes Year 10 DD6 Improved attitude to learning	Revision Guides: Outcomes for PP students improved from the year before: 4.2% up from the previous year.

<p>To ensure all PP students have revision guides in H+S</p>	<p>Revision guides to improve outcomes for GCSE H+S students</p>	<p>Year 11 outcomes Year 10 DD6 Improved attitude to learning</p>	<p>Revision Guides: 94% of PP students were on or above target – significantly above the school average.</p>
<p>To ensure all PP students have revision guides in English</p>	<p>Work books and revisions guides to improve outcomes for year 11 English PP students Work books and revision guides</p>	<p>Year 11 outcomes Improved attitude to learning</p>	<p>Revision Guides: The PP gap remained the same as the previous academic year, but still significantly better than similar schools nationally.</p>
<p>To buy key equipment to support learning for GCSE art students</p>	<p>To improve aspirations and outcomes for GCSE Art students</p>	<p>Improved attitude to learning Improved attendance</p>	<p>Art Equipment: PP pupils were able to start their preparation work promptly as obtaining essential art equipment in a timely manner has been a challenge historically for PP students. This also meant that PP students could continue their prep work at home.</p>
<p>To ensure Geography students will not miss out on essential coursework because of their background.</p>	<p>To provide opportunities for students To improve aspirations and outcomes for GCSE Geography students</p>	<p>Improved attitude to learning Improved attendance</p>	<p>Fieldwork Intervention: Fieldwork had a pronounced impact on exam performance for PP students with pupils performing, on average 4.7% better in paper 3 (fieldwork based) compared to papers 1 and 2 (classroom based). NON PP students at RVHS only had a performance gap of 2.5% in paper 3 compared to papers 1 and 2.</p> <p>When compared to all pupils nationally. Pupils performed 1.65% better in exams 1 and 2 compared to paper 3.</p> <p>Overall we took 44/47 PP pupils on the fieldwork visits as 3 PP pupils refused to attend. Those who did not attend significantly underperformed against those who did.</p>

			Overall the evidence suggests that fieldwork plays an important role in the performance of all pupils, especially those who are pupil premium
To provide catering funding to ensure students will not miss out on essential opportunities because of their background.	To provide similar opportunities for students To improve aspirations and for all catering students	Improved attitude to learning Improved attendance	Catering Funding: 66% of students were on or above target as a result of this funding, which provides PP students with the opportunity to work with expensive ingredients and specialised equipment that helps them meet higher band criteria. Key examples: Cooking Steak using the method of sous vide; a modern alternative twist that is a top end skill. We provided the steak. Providing sea haddock to fillet for fish en papillotte.
Forest schools	To support students attendance To improve student behaviour and resilience	Improved attitude to learning Improved attendance	The Forest School programme developed students' outdoor learning and environmental education experiences. The child led approach was embraced by all the students targeted who felt the programme was a refreshing and worthwhile learning experience that helped them cope better with a more demanding classroom learning experience.
Garden project	To support students attendance To improve student behaviour and resilience	Improved attitude to learning Improved attendance	Students found that the Garden Project not only provided them with much-needed respite from more demanding classroom environments, but also gave them opportunities to build a positive rapport with the LBMs and provide a less formal forum for them to disclose their concerns, issues, anxieties.
Music peri's	To providing PP students with music lessons		Music Peripatetic Teachers: Performance is 30% of the overall music GCSE and this money has paid for 1:1 lessons throughout the course on the pupil's chosen instrument with external music teachers.

			44.4% of PP pupils achieved On target and 55.6% exceeded their target grade. Overall the pass rate was 100%.
Art therapy	To improve behaviour, attendance and resilience of PP students	Improved attitude to learning Improved attendance	The Art Therapy sessions provided a learning environment for students with emotional and behavioural challenges where they could develop strategies to help them cope with the demands of a more traditional classroom learning space. Students found it helped them build a positive rapport with the LBMs and provide a less formal forum to disclose issues concerning stress and anxiety.
Supporting PP attendance	To improve attendance of PP students To reduce persistent absence of PP students	Improved attendance across each year group	The appointment of an attendance officer and systems which have been put in place such as half termly reviews have narrowed the gap in pp and non-pp attendance in HT1 of 2018.
CPD – whole staff training	To improve PP outcomes across all year groups	To have improve PP outcomes. To review PP outcomes against DD1 predictions	This increased the focus on PP students in the classroom in terms of marking and priority questioning – contributing to the narrowing of gaps in PP outcomes and attainment.
Uniform	To support and improve attendance and punctuality	Improved attitude to learning Improved attendance	Providing uniform and vigilantly challenging poor uniform has resulted in a reduction of sanctions relating to uniform issues.
Transport	To improve students attendance, attitude and participation in extracurricular activities	Improved outcomes across individual data drops, improved attendance and attitude since activity	Student attendance at extra-curricular sessions improved when transport was provided. Students who took part in extra-curricular activities found that it helped them relieve stress and build positive rapport with staff in an alternative learning environment.

Numeracy ninjas	To improve performance of PP students in maths	Data drops attitude in maths	The data collected shows that students' numeracy skills improved over time in conjunction with the running of this programme.
One-to-one mentoring (ex-prisoner)	To improve students' attainment, behaviour, attendance and attitude	Progress reports, attitude to learning and C data.	There was a reduction in the number of behaviour points and logs for year 10 2017/18. The session raised awareness of gang related crimes and the impact of these.
Exam Remarks	To improve progress and attainment of GCSE PP students	Results in 2018	Exam remarks improved the attainment of both PP and non-PP students. Progress overall improved by 0.02.
Refreshments – Exam Breakfast	To improve attendance to revision. To improve outcomes based upon predictions	Results in 2018	Attendance at exam revision sessions improved when refreshments were available. Teachers also reported improved levels of engagement in the students who ensured they had a breakfast before the sessions started.
Refreshments – Period 6/7	To improve attendance to revision. To improve outcomes based upon predictions	Results in 2018	Student attendance at period 6 was better when refreshments were provided. Teachers also felt this engaged the students more and helped them sustain high levels of effort throughout the period 6 sessions.
Debate mate			Debate Mate: Students attended regularly at a number of events throughout the year.
Real Love Rocks	To raise awareness and reduce the number of CSE related issues in school		This did not meet the intended outcome to the extent desired and a new initiative associated with HEART has been introduced to address this. This will target both boys and girls in year 10 2018/19.
School counsellor	To provide an additional layer of support for students with BESD.		The support has provided an additional layer of expertise regarding social and emotional issues which occasionally go beyond the kin of current staff.
Healthy Relationships	To raise awareness and reduce the number of CSE related issues in school		An extension of the 'Real Love Rocks' initiative called HEART started in the last term and pupil response to the programme has been positive but needs another term to be properly evaluated.

Bullying Theatre Performance	To raise awareness and help reduce the number of bullying related issues.		This raised the awareness of bullying issues but had a limited impact compared to less costly, strategic approaches to reducing bullying incidents in school.
Alternative provision	To reduce permanent and fixed term exclusions		There were no permanent exclusions last year and a significant reduction of fixed term exclusions for PP and non-pp students.
Behavioural Support SLA	To reduce permanent and fixed term exclusions		There were no permanent exclusions last year and a significant reduction of fixed term exclusions for PP and non-pp students.