



What is Pupil Premium?

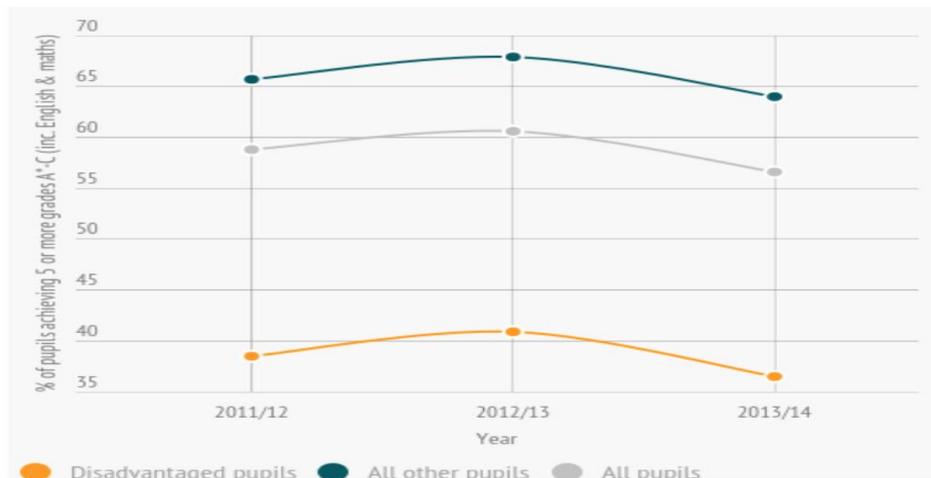
- Introduced into secondary schools in September 2011 to support disadvantaged students
- Linked to individual pupils using Free School Meals Indicator (Ever 6)
- Current funding is £935 for secondary school, £1320 for primary, nationally a total of £2.5bn, over 6% of the £38.8 bn schools budget.
- Schools also receive £1900 for those students in care and a separate grant of £300 for service children
- Early Years Premium was introduced to provide disadvantaged students with free pre-school education.
- The funding is not ring-fenced, with the DfE relying on schools publishing the details of spending on their websites, OFSTED inspections, league table measures and, more recently, awards for successful schools



The National Context

National headlines last week indicated that Pupil Premium is having little impact on closing the gap with their-non disadvantaged peers. Most newspapers used this data:

THE ATTAINMENT GAP BY PERCENTAGE OF PUPILS ACHIEVING 5 OR MORE GRADES A*-C INCLUDING GCSE ENGLISH & MATHEMATICS¹⁵



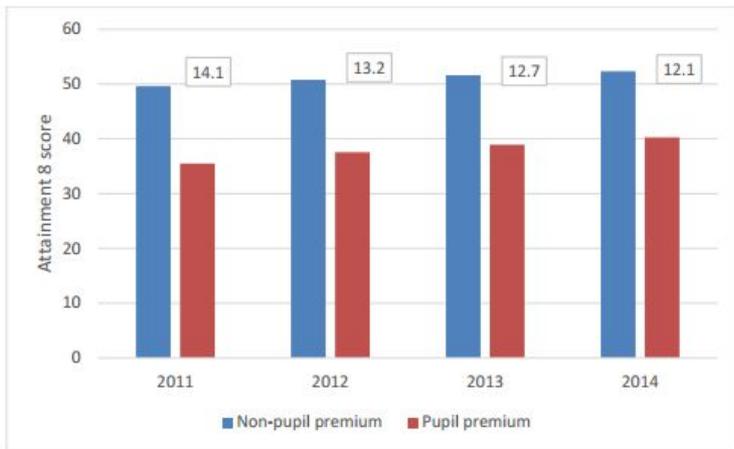
MailOnline

Mirror



The National Context (A different angle)

Figure 3: The Attainment 8 pupil premium gap has been steadily falling



- Attainment 8 measures a student's average grade across 8 subjects.
- This measure is less crude than a threshold of 5A-C EM.
- Schools are moving towards a broader curriculum, and the greatest impact has been on PP students. The data is beginning to show a national closing of the gap.



Profiling a Typical Pupil Premium Student at RGS

- Middle to high ability (often 70% of a year group)
- Non-White British heritage (although White British are the largest ethnic group at just over 30%)
- Cultural capital is minimal with little experience of art galleries, museums, live music and sports events.
- Parental educational background will be limited to pre-16 with little or no further or higher education.
- Students' aspirations for the future reflect the current parental ambition.



Barriers to Learning for a Typical Pupil Premium Student at RGS

Internal

Literacy skills, particularly reading and oracy, are lower for PP than for other students, which prevents them making good progress.

Curriculum provision, particularly for the most able PP students, does not allow them to access the EBacc (-2.74) bucket of 'Progress 8', impacting on their opportunities at Post 16

The attainment gap is closing, however significant variation in the quality of teaching and low expectations of staff for PP students continue to have a significant impact on their outcomes.

Staff unable to clearly identify starting points for PP students and plan effectively for progress, with students at 4c and 4b particularly underachieving (21 students in 2015/16 failed to convert to a C grade in English or Maths).

PP students account for 86% of Fixed Term Exclusions and a significant majority of internal incidents, with Year 9 of particular concern,

External

Attendance for PP students at 93.0%, below the target for all children of 95.6%, is having a measurable negative impact on progress, causing them to fall behind. This is a particular issue with Year 9.

Parental engagement for PP students at parents' evening and other events is very low, averaging less than 42%.



The Impact of Pupil Premium Funding 2015/16 at RGS

- Using the 5 A-C inc English and Maths measure, the gap decreased to **20.0%** in 2015/16 compared to 2014/15 when the gap was **22.2%**
- The Attainment 8 gap also decreased to **-10.5 in 2015/16** from **-13.0** in 2014/15, following the national pattern.
- Progress 8 saw very little change with disadvantaged students under performing by over a grade on average in every subject.
- Attendance saw an improvement of **1.2%** for disadvantaged students
- Other highlights include careers provision, use of the Learning Support Mentor, Counselling Services, but impact lacks benchmarked outcomes.



The Headlines from the Pupil Premium Review Oct 2016

1. Develop a more accurate and shared understanding of disadvantaged girls at RGS:
 - What PP Girls are really like
 - What challenges and barriers they face
 - What precise help they need to make rapid progress
2. Staff to share a sense of urgency and feel empowered and confident to make a difference to PP outcomes
3. Greater ambition and aspiration among staff and pupils for what is possible
4. All teaching to be good or better - rapid improvements in pedagogy



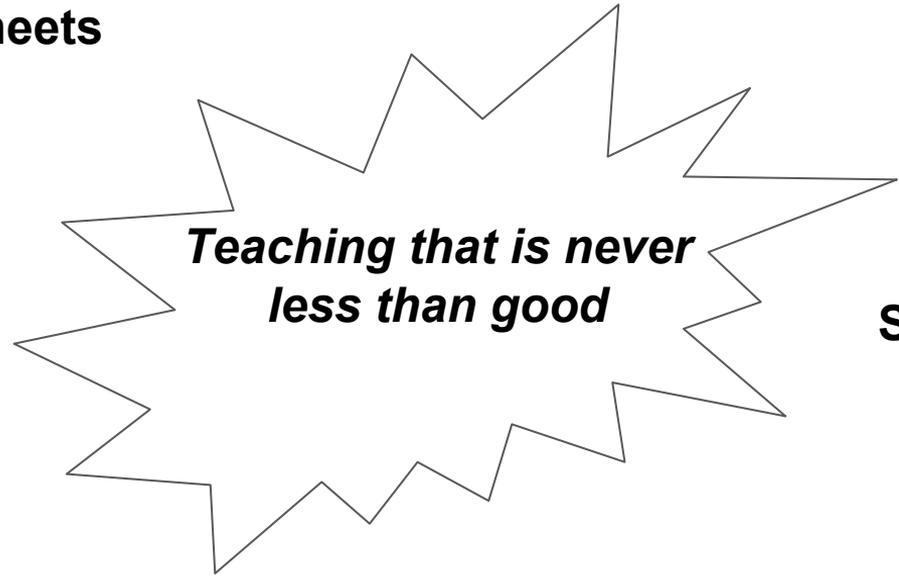
Implementing the recommendations from the PP Review (The Pupil Premium Plan 2016/17)

The Four Strands

- 1. Teaching that is never less than good*
- 2. Sustained progress for all learners*
- 3. Staff Continuous Professional Development*
- 4. Improving student engagement with School*



Electronic Context Sheets



***Teaching that is never
less than good***

Show My Homework

Seating Plan Module



Academy Challenge : One to one intervention



Literacy Intervention

Accelerated Reader (AR)

HLTAs in English and Maths

Speech and Language Therapy

Sustained progress for all learners

PiXL Oracy Programme

Tassomai revision gap software programme and support provision

Parent/Teacher Sponsorship Programme

Academy Challenge: Weekend, Holiday and After-school Classes.



**NCSL
Teaching
Leaders**

***Staff Continuous
Professional
Development***

**CPD: Strategies for
Closing the Gap for
disadvantaged students**



Pastoral Leader Provision
Free music lessons

Supporting enrichment Opportunities

SOL Attendance Strategy



Uniform Subsidy

Breakfast Club

Learning Mentor Provision

Careers Provision with Adviza.

Food ingredients



Current Impact of Pupil Premium Provision (A few green shoots)

Attendance

	PP Students (National)	Non PP (National)	GAP PP/Non PP (RGS)	GAP PP/Non PP (National)
15/16	93.1% (93.0%)	96.1% (95.9%)	-3.0%	-2.8%
16/17	94.3% (93.0%)	96.4% (95.9%)	-2.1%	-1.7%

Behaviour

Current FTE data identifies 60% are PP, compared to 86% in 2015/16

Attainment

Data Collection 1 has just been published this week and requires analysis



Tracking and Benchmarking the Provision

Name	Year	Target levels/grades			Data Collection 1 grades			Data Collection 3 levels/grades			End of year levels/grades			Points of progress this year		
		Englis	Math	Scienc	Englis	Math	Scienc	Englis	Math	Scienc	Englis	Math	Scienc	Englis	Math	Scienc
Subhana Asif	Year 7													n/a	n/a	n/a
Maryam Azad	Year 7													n/a	n/a	n/a
Venicewella Barreto	Year 7													n/a	n/a	n/a
Shanice Basterfield	Year 7													n/a	n/a	n/a
Stephanie Brooks	Year 7													n/a	n/a	n/a
Paige Chamberlain	Year 7													n/a	n/a	n/a
Tawhida Chowdhury	Year 7													n/a	n/a	n/a
Chloe Dean	Year 7													n/a	n/a	n/a
Erida Dervishi	Year 7													n/a	n/a	n/a
Sophie Donaldson	Year 7													n/a	n/a	n/a
Chardonay Emery-Sims	Year 7													n/a	n/a	n/a

English points
 Maths points
 Science points

Average attainment ▲
 (0 of 0 pupils)

	Level	GCSE eq.
English	#REF!	#REF!
Maths	#REF!	#REF!
Science	#REF!	#REF!



Key Questions

What evidence do you have that attainment for PP students will continue on an upward trajectory?

Are we getting value for money from Pupil Premium?

How long will it take to close the Gap at RGS?