



Richmond School & Sixth Form College

Being the best we can be

Pupil Premium Strategy Statement (Secondary)

1. Summary information					
School	Richmond School				
Academic Year	2020/21	Total PP budget	£247,395.85	Date of most recent PP review	Sep 2020
Total number of pupils	1315	Number of pupils eligible for PP	188	Date for next internal review of this strategy	Feb 2021

2. Key Indicators (most recent Year 11)	Data Source: Tables Checking		
	Pupils eligible for PP (your school) 2020 (Teacher Assessed grades)	Pupils not eligible for PP (national average 2020)	Pupils eligible for PP (your school) 2019
Key Stage 2 Fine Point Level (Cohort size)	N/A	n/a	(43)
% Attaining 9-7 in English (Best) and Maths	N/A	n/a	2.3%
% Attaining 9-5 in English (Best) and Maths	N/A	n/a	13.95%
% Attaining 9-4 in English (Best) and Maths	N/A	n/a	39.53%
Progress 8 score average	0.05	n/a	-0.21
Progress 8 English	0.01	n/a	-0.33
Progress 8 Maths	-0.03	n/a	-0.17
Progress 8 English Baccalaureate slots	0.14	n/a	-0.33
Progress 8 open slots	0.05	n/a	-0.07
Progress 8 score average for higher-ability pupils	0.03	n/a	-0.25

Attainment 8 score average	44.0		33.5
% Entering the English Baccalaureate	57		18.6%
Average English Baccalaureate score	3.92		2.62
% Attaining 9-5 in the English Baccalaureate	34.3		4.7%
% Attaining 9-4 in the English Baccalaureate	60.0		7.0%
% Attendance	91.8		88.8
% Persistently absent	29.1%		32.5
% Staying in education or entering employment after Key Stage 4	N/A		92

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	PP make less progress than non-PP students at Key Stage 4	
B.	Catch up – there is a wider gap between some PP students and non PP students in part due to home learning and lockdown.	
C.	Behaviour data suggests a disproportionate amount of Cs, C4 and exclusions impact disadvantaged students.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parental engagement and support with school for some PP students	
E.	Low aspirations around school from students and some parents perception	
4. Desired outcomes (<i>desired outcomes and how and when they will be measured</i>)		Success criteria
A.	Increase progress and attainment in Key Stage 3 and 4 (<i>focus on Maths, English, Science</i>) to be as close to in line with others nationally as possible.	Tracking and monitoring of student progress allows further action to be taken if required through progress meetings. Clear system of support shared for both achievement, attendance and pastoral care.
B.	To improve the engagement and achievement for our most-vulnerable students by providing pastoral and welfare support for students with emotional and social issues.	Progress meetings ensure PP are prioritised and personalised support is in place. Support and parental contact available through pastoral logs.
C.	Improved behaviour data and statistics for PP students in school.	Behaviour points, C3 detentions and exclusion rates are as they are for non-PP students and proportionate to the cohort.
D.	To offer opportunities to PP students to increase aspiration overall and increase engagement in subjects within school.	All PP students have a clear post 16/18 destination and personalised careers support. High engagement in extra-curricular.
E.	To continue to offer enhanced attendance support and engage students in learning beyond the end of the school day via supported study.	Forensic data analysis of attendance and progress data ensure that students are here and are engaged in learning beyond the classroom.

5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Increase progress and attainment in Key Stage 3 and 4 with a core subject focus on English, Maths and Science to be at least in line with others nationally.</p>	<p>Targeted activities and support for prioritised disadvantaged students based on pastoral/Aiming High (AH) data following discussions in new fortnightly progress meetings.</p> <p>Data Lead P8 residual data class-by-class for all Lead Teachers (LT) to inform support.</p>	<p>Metacognition strategies being utilised whole school in order to increase attainment (retrieve, revise, review).</p> <p>Tri-weekly Progress Meeting discussions for Key Stage 4 to generate trackable, personalised and specific input for these priority cohorts.</p> <p>Termly progress meetings at AH times for Key Stage 3 to also support this work lower down the school.</p>	<p>Learning conversations, student voice, progress meeting data review over time, concern forms and wider progress meetings.</p> <p>March 21: Disadvantaged included in all learning conversations and minimal differences seen in book look. Progress meetings to begin again Summer HT 1. Tracking completed of online learning in lockdown. Improved engagement but slower improvement in PP cohort.</p>	<p>Assistant Headteachers (AHT) Raising Achievement AHT Attendance & Behaviour, Lead Learning Managers (LLM)</p>	<p>AH 1, 2 and 3.</p> <p>Review March 21: AH2 data Yr 11 data for PP: P8 English PP = -0.23 (-0.06)* Gap -0.49 P8 Maths PP = -0.01 (0.10)* Gap -0.77 P8 Science PP = -0.24 Gap -0.63 * Data when 2 key marginal, non-attending pp removed</p> <p>£ 84,773.85</p>

<p>B To improve the engagement and achievement for our most-vulnerable students by providing pastoral and welfare support for students with, for example, emotional or social issues.</p>	<p>All years - Pastoral Manager (PM) support, tutor support, home-school support worker and previous mental health Continuing Professional Development (CPD) for all staff. Pastoral logs of intervention and Child Protection Online Monitoring and Safeguarding (CPOMS) system.</p> <p>Breakfast Club</p> <p>Support of highly skilled Home School Liaison Officer (HSLO) in collaboration with AHT Raising Achievement for high need PP students plus the use of CT28/Pastoral bases provision if and when required.</p>	<p>Identifying barriers to learning so students can be personally supported by different in school and out-of-school agencies. Always tailored to suit individual need. (Do-it profiles)</p> <p>Previous cohorts have shown increased attendance over time. A positive start to the day and students are ready to learn.</p> <p>Clear guidance of when HSLO involvement happens via progress meetings. Home visits and extra support when needed in order to maintain engagement, achievement and attendance. Supervision of all PMs/staff involved in safeguarding.</p>	<p>Do-it profiler feedback. Pastoral logs. Progress meeting notes. Improved attendance and in school AH data. Anecdotal evidence from individual students.</p> <p>Work continues with criteria for HSLO involvement. HSLO involved in supporting sixth form – funding found for Just B to support with this. Supervision started for PMs however lockdown interrupted this.</p>	<p>AHT BA and AHT RA, HSLO plus PMs.</p> <p>HSLO</p> <p>HSLO and AHT RA</p> <p>HSLO and AHT RA</p>	<p>Half termly £ 32,009.15</p> <p>March update: PP students prioritised for contact during lockdown and supplied with resources to support home learning including delivery. Overall P8 Yr 11 data AH2: PP = -0.16 (-0.02)* Gap = -0.65 (-0.50 same as 2020)</p> <p>March update: Breakfast club used by many PP students in a variety of year groups.</p> <p>Half termly £ 2,743.51</p> <p>Fortnightly £ 20,116.88</p>
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<p>C Improved behaviour data and statistics for PP students in school.</p>	<p>PMs/LLMs/AHT work with key students to reduce behaviour incidents and improve behaviour for learning.</p> <p>Continue to develop a ladder of intervention in this area as a guide/hierarchical system.</p> <p>Individual support for PP tailored to need.</p> <p>Governor panel meetings for behaviour.</p> <p>HSLO/AHT support for vulnerable individual students.</p>	<p><u>Data HT1 Sept 19:</u> C4 PP = 46.6% Non-PP = 53.4%</p> <p>Exclusions PP = 35% Non-PP = 65%</p> <p>Aim to significantly reduce C4 and exclusion 20-21 due to lockdown and the need to keep students in school as much as possible.</p>	<p>AH data. Progress meetings. Student voice. Clear systems applied consistently with adjustments where necessary for individual cases.</p>	<p>AHT A and B, AHT RA, Attendance Officer (AO), PM, Behaviour Officer (BO), HSLO</p>	<p>£ 27,386.57</p> <p>March update: PP students prioritised for behaviour programme via Karen Cruise.</p> <p>Reduced exclusion figures this year and alternative systems in place such as working in offices. C4 reduced due to Covid restriction therefore dramatically reduced C4 figures.</p>
Total cost					£ 167,029.96

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D To offer opportunities to PP students to increase aspiration overall and increase engagement in subjects within school.</p>	<p>Targeted interventions are in place to reduce gaps. Audit uptake of extracurricular and provide support if needed. Reading Mentor Scheme/Peer support (if possible due to Covid-19). Study and revision materials to be given to vulnerable students.</p>	<p>Previous data shows a significant gap between PP and non-PP at AH intervals. Personal discussion may encourage engagement. Previous cohorts have shown good engagement in reading. Provision of study and revision materials to help student progress.</p>	<p>Regular monitoring of data by LT, LLM, AHT RA.</p> <p>LLM/PM/AHT coordinate and carry out pp student voice. Review clubs on offer and feedback from last academic year prior to closure.</p> <p>Y12 reading mentors to be trained by JRC (if conditions allow) LT and staff ensuring students use resources given to students are used</p>	<p>AHT RA/LLMs/PMs</p>	<p>Fortnightly/half termly progress meetings KS4/5 and AH 1, 2 and 3 data. £ 3,905.20</p> <p>Student voice, collate data and analyse for participation. AH reports. Annually £ 19,528.47</p> <p>March update: Plan to utilise PP tracker from Arete Trust in order to log information currently in SIMS/Pastoral logs.</p> <p>£ 20,668.25</p> <p>Total = £ 44,101.92</p>
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<p>E To continue to offer enhanced attendance support and engage students in learning beyond the end of the school day via supported study.</p>	<p>One to one and tailored support for our most vulnerable and historic attendance concerns. Improve and increase contact with home – especially positive. HSLO to intervene and support the most hard to reach and vulnerable families. Support learners from all year groups with transport if required for masterclasses and catch up curriculum.</p>	<p>Historic attendance concerns show this cohort are off more regularly than non-pp though figures improving.</p> <p>Some families can received mainly bad news from school so in order to increase engagement and a working relationship – aim to increase positive contact where possible.</p> <p>PP often not able to be collected or attend after school opportunities due to transport issues.</p>	<p>Improved attendance data (minus issues linked with Covid-19 and self-isolating) for the disadvantaged cohort.</p> <p>More contact with vulnerable families and also positive contact made (via progress meetings and through key staff involved). Aim to make three positive calls/emails per week. Line management to review this.</p> <p>Attendance at clubs, masterclasses and after school catch up curriculum is high in the PP cohort.</p>	<p>AHT Attendance & behaviour, AHT RA, AHT A & B, AO, PM, BO, HSLO</p>	<p>£ 26,263.97</p> <p>March update: Brilliant club and Pearson tuition in place for Maths, English and Science. Transport available via TP and school minibus a required plus support with bus tickets.</p>
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<p>F To offer opportunities to PP students to increase aspiration overall and increase engagement in subjects within school.</p>	<p>Cross-curricular and subject specific initiatives to enable high-level skills to be developed. Language for Learning focus.</p>	<p>A school drive on developing the school values. Reinforced through lesson activities, tutor activities, assemblies. Language for Learning initiative developed across school.</p>	<p>Monitored through tutor walk through, lesson study, book looks.</p>	<p>All staff and Lead Practitioner Teaching and Learning.</p>	<p>Through whole school monitoring. SLT/LT links. £ 7,619.49</p>
	<p>Use of work experience placements (Year 10/12) to positively engage students (if/when possible).</p>	<p>Endeavour to place PP with top 2 choice of work experience placement. Previous cohorts have shown higher rates of engagements in return to school.</p>	<p>Placement co-ordinator places students first</p>	<p>Careers Education Information Advice and Guidance (CEIAG) Director AHT Transition.</p>	<p>Student voice/development of employability skills. March update: PP prioritised for virtual work experience opportunities.</p>
	<p>Provide funding to access extra-curricular experience and activities.</p>	<p>Increase participation rates and exposure to a range of experiences in order to develop a broad range of skills.</p>	<p>Assessed on a case-by-case basis</p>	<p>AHT RA, CEIAG Director, admin support AHT RA, LLM, LTs.</p>	<p>£ 6208.16</p> <p>Student voice/development of wider skills £5000</p>
Total cost					£ 80,365.00

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Total budgeted cost					£247,394.90

6. Review of expenditure September 19/20

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A/B – increased performance in results at KS4 with a focus on Maths/English/ Science and pastoral support.	Progress meetings, one to one interviews during lockdown, home visits, personalised curriculum, working with external agencies, targeted subject specific support.	Progress meeting notes from 2019/20 with the target students and intervention which includes both academic and pastoral support. Evidence of impact. Data suggests an improvement in Science attainment and Maths/English also have improved data with a smaller gap. One to one conversations with every student during lockdown and student self-evaluation data shared with all staff. PP prioritised for this contact.	Maths Watch to continue to be used mainly as out of school/extra support. Science and English: focus at KS4. English fortnightly revision/retrieval lesson and retrieval starters worked well. Science re-set groups in January. Evidence that strategic setting of key students has an impact. Continue with these strategies whilst also developing how we incorporate more independent/virtual learning.	£128,797

C Improved behaviour within disadvantaged cohort.	Positive focused behaviour management, personalised strategies to support students managing own behaviour, progress meetings and the start of a ladder of intervention.	19 – 20: Early indications of improvement in C4 and behaviour data for pp cohort prior to lockdown. Whole support staff team training on Positive Behaviour Strategies and focus on a predominantly positive approach.	Continued focus on reducing behaviour incidents and issues escalating. New Behaviour and Attendance shadowing lead appointed (succession planning) in order to continue to develop positive behaviour strategies. Use progress meetings to share good ideas with staff for managing students. This is a continuing area of development in school.	£ 23,418
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D/E Enhanced pastoral support and attendance support.	Streamlined pastoral support logs and meetings to discuss individuals. AO in post to work with key attendance issues along with HSLO.	<p>19-20: Progress meeting logs and data showing improvements in ATL/attendance and engagement.</p> <p>Log of pastoral support for PP students on SIMS which has become Efiles. Running log of interventions and historic concerns.</p> <p>Vulnerable student list created in lockdown and home visits/phone calls prioritised to these students via PMs/LLMs/AHTs.</p>	<p>Progress meetings very useful – monitor frequency and develop a system for KS3. Find a way of sharing some information with staff in a manageable and helpful way.</p> <p>Centralised pastoral log important and good for sharing key information. Vital for parental meetings and spotting patterns.</p> <p>Look at maintaining close contact with home going forward and prioritising positive contact for PP students. AO/HSLO to work together.</p> <p>More detailed analysis need of extra-curricular involvement this year. Encouragement and support to clubs if/where possible.</p>	£ 71,855

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
F: Support with attendance on visits and resources such as revision guides.	Resources supplied to our most vulnerable and visits paid for in order to increase cultural capital.	Revision guides for Maths/Science plus impact on results. Results lower this year in both subject areas.	This support will continue so that no student will miss out on an experience or resources due to financial circumstances. Staff to encourage attendance on trips and the purchasing of revision guides and support with the use of them is <u>KEY</u> . Track PP if possible. Trips reduced this academic year due to Covid-19. Possibly explore providing more IT equipment should we end up in lockdown and to encourage more independent home learning.	£20000
7. Additional detail				
<ul style="list-style-type: none"> Disadvantaged data improved this year to +0.05 however – one key students in cohort did not attend for the last six months of their schooling (P8 -2.86) and two others had significant attendance issues. Our one student who was Looked After Child (LAC) achieved extremely well with a P8 score of +1.807. Many other notable achievements of P8 +2.33 and +2.08. Very difficult to fully review impact and progress for the last academic year as data was teacher assessed grades and school was closed from March due to Covid-19. Exams were cancelled and learning was primarily done via Google Classroom/virtually. This method can be significantly challenging for PP students as home working can be challenging. Data from one to one conversation during lockdown to be used for catch up plan and also by all staff in order to focus in any students who struggled during this time. Vulnerable student list created and prioritised for contact/socially distanced visits. Non-completion list monitoring via virtual progress meetings and then contact home via key staff. Catch up plan to support those most in need crucial this year. 				