



UST

University Schools Trust

the constellation



**Royal Greenwich**

Trust School

## Contents

Executive Summary.....	3
Cohort Analysis .....	4
2019-2020 Pupil Premium Strategy Breakdown.....	5
High Quality Teaching for All .....	6
Pastoral Interventions.....	9
Literacy Intervention.....	12

## Executive Summary

At Royal Greenwich Trust School (RGTS) we are committed to the UST vision of providing transformational educational opportunities for all children, including those facing disadvantage. As a school we aim to ensure that all students, regardless of any socio-economic barrier is able to flourish academically and that there are no gaps in attainment or progress in subject areas for students whom are eligible for pupil premium.

This document details the planned spend of the Pupil Premium Grant in 2018/2019 and our aims in planning this spending. In recognition of the need to improve the quality of teaching and learning this academic year, the fund has been predominantly focused on this in order to improve student outcomes.

Academic Year		Total Pupil Premium Budget	£174,845
Number on Roll		Number of students eligible for PP	

## Payment Schedule

July 2019	October 2019	January 2020	April 2020
£43,711.25	£43,711.25	£43,711.25	£43,711.25
Total		£17,4845	

## Cohort Analysis

Year	Total No of PP Students	% of Cohort	Boys	%	Girls	Girls	HAPs	%	MAPs	%	LAPs	%	No KS2 Band	%
7	31	22%	20	14%	11	8%	0	0%	0	0%	0	0%	31	100%
8	80	58%	48	35%	32	23%	14	18%	47	59%	19	24%	0	0%
9	78	57%	53	38%	25	18%	11	14%	46	59%	21	27%	0	0%

### Success Criteria for 2019-2020

The Pupil Premium Strategy will have to be monitored and assessed against the three criteria:

- 1) Increased rates of progress to be made in all subject areas, with gaps in attainment between PP and Non-PP students narrowed
- 2) Maintain or improve rates of attendance for PP students and narrowed gaps in attendance by year group between PP and Non-PP students
- 3) Reduce the gap between exclusions for PP students compared to non PP students

### Evaluation of the success criteria

Evaluation of the success criteria will take place at 4 points of the Academic year:

- Term 3
- Term 4
- Term 6
- Overall Impact report Term 1 (2020)

## 2019-2020 Pupil Premium Strategy Breakdown

The pupil premium strategy follows the DFE guidance for “building blocks for success” DFE 2015 (See appendix 1). These include:

- Addressing behaviour and attendance
- High quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively
- Data driven and responding to evidence
- Clear responsive leadership

## High Quality Teaching for All

Quality First Curriculum Provision			
<p><b>Action:</b> : To establish high quality curriculum provision in every subject for all students</p> <p><b>Rationale:</b> :</p> <p>By establishing partnerships with outstanding schools and experienced curriculum leaders external to RGTS, each subject will have their curriculum reviewed to ensure that it meets the needs of all students, especially those eligible for PP.</p> <p><b>Sutton Trust – EFF Toolkit, 2015</b></p> <p>“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”</p> <p><b>Description of intervention:</b></p> <ul style="list-style-type: none"> <li>• External consultancy to be engaged to review curriculums in all subjects and action plan to feed into SEF and SIP</li> </ul> <p><b>Costs Incurred/Forecast</b></p> <p>- <b>£6000 Committed</b></p>			
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>- Increased attainment for PP students and narrowed attainment gap in all subjects</li> </ul>			
<p><b>Dates</b></p> <p>Sept 19- July 20</p>	<p><b>Lead Responsibility</b></p> <p>FAL</p>	<p><b>Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>- Whole school data analysis for progress and attainment</li> </ul>	<p><b>Number of Pupils Involved</b></p> <ul style="list-style-type: none"> <li>- Whole PP cohort in Y7, 8 and 9 (189 students)</li> </ul>

## Quality First Curriculum Provision

**Action:** : To establish high quality curriculum provision in every subject for all students

**Rationale:** :

By ensuring that every department has access to high quality training to prepare for students for their KS4 journey and transition points all students will be given access to a high quality curriculum provision that will enable them to succeed.

**Sutton Trust – EFF Toolkit, 2015**

“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”

**Description of intervention:**

- Exam training for all HODs and one other member of staff in each department

**Costs Incurred/Forecast**

- **£10,800 Forecast Spend**

**Success Criteria**

- Increased attainment for PP students and narrowed attainment gap in all subjects

<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Sept 19- July 20	FAL	- Whole school data analysis for progress and attainment	- Whole PP cohort in Y7, 8 and 9 (189 students)

## Quality First Teaching and Learning

**Action:** To establish a culture of quality first teaching and learning across the school through a blend of mentoring and coaching

**Rationale:**

Emphasis on high quality teaching in line with school expectations to ensure that students receive intervention in their classrooms and that they are given tailored support to engage in all subject areas.

**Sutton Trust – EFF Toolkit, 2015**

“Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps”

“Feedback studies tend to show very high effects on learning. (+8 Months)”

**Description of intervention:**

- Mentoring and coaching for teachers, middle leaders and senior leadership to establish a clear vision for teaching and learning alongside the implementation in line with policy expectations.

**Costs Incurred/Forecast**

- **£30000 Forecast**

**Success Criteria**

- Increased attainment for PP students and narrowed attainment gap in all subjects

**Dates**

Sept 19- July 20

**Lead Responsibility**

FAL

**Monitoring and Evaluation**

- Whole school data analysis for progress and attainment

**Number of Pupils Involved**

- Whole PP cohort in Y7, 8 and 9 (189 students)

## Pastoral Interventions

Key Objective: Addressing Behaviour and Attendance			
<p><b>Action:</b> To ensure that there is a clear programme of intervention for students eligible for PP with low attendance.</p> <p><b>Rationale:</b> In-school and national trends show that students eligible for PP tend to have lower attendance than students not eligible for PPG. By ensuring that there is a member of staff responsible for attendance, they will have the responsibility and accountability for improving attendance outcomes for students.</p> <p><b>Sutton Trust – EFF Toolkit, 2015</b></p> <ul style="list-style-type: none"> <li>• “Social and emotional literacy interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”</li> <li>• “evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)</li> </ul> <p><b>Description of intervention:</b> Employ an additional member of staff within the attendance team whose remit will be to ensure that there is support available for students eligible for pupil premium to ensure that they attend school regularly and that their attendance is kept above <b>96%</b></p> <p><b>Costs Incurred/Forecast</b> - <b>£31,107 Forecast spend on salary</b></p>			
<p><b>Success Criteria</b> - Maintain or decrease attendance gap between PP and Non-PP.</p>			
<p><b>Dates</b> Sept 19- July 20</p>	<p><b>Lead Responsibility</b> CLO</p>	<p><b>Monitoring and Evaluation</b> - Half Termly Attendance Reports</p>	<p><b>Number of Pupils Involved</b> Whole PP Cohort in Year 7, 8 and 9 (189 students)</p>

### Meeting individual learners needs: Counselling and Wellbeing Support

**Action:** : Deployment of a targeted counselling service and small group interventions for the duration of the academic year.

**Rationale:** : There is a strong body of research to support the idea that emotional stress and anxiety are limiting factors on learning and attendance at school. The aim of the counselling service is to address and ultimately remove these barriers

**Sutton Trust – EFF Toolkit, 2015**

- “Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)
- “SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”
- “evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)

**Description of intervention:**

- **There is a counsellor on site at RGTS to support students.**
- **The counsellor sees pupils from across Key Stage 3,** identified by the pastoral teams based on emerging needs.

**Costs Incurred/Forecast**

- **£17469 Forecast Spend**

**Success Criteria**

- Maintain or decrease attendance gap between PP and Non-PP.
- Increased attainment for PP students and narrowed attainment gap

Dates	Lead Responsibility	Monitoring and Evaluation	Number of Pupils Involved
Sept 19- July 20	HCL	- Attendance analysis - PP analysis - Case studies - qualitative data	- Cohort to be determined according to emerging need

## Meeting individual learners needs: Safeguarding and Wellbeing Support

**Action:** : To provide staffing to ensure vulnerable students receive targeted pastoral and academic support.

### Rationale:

*Students and families will receive the support they need to ensure that children who are presenting difficult behaviours are given the support both in school and at home in order to prevent exclusion from school. The research (EEF Toolkit – 3+ Months) shows that active engagement of parents in supporting their children’s learning at school, when coupled with other interventions, can have a positive impact on outcomes. Sutton Trust – EEF Toolkit, 2019*

### Sutton Trust – EEF Toolkit, 2015

- **“Parental involvement is consistently associated with pupils’ success at school. The impact of parents’ aspirations is also important.” (+3 months)**
- **“SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, on average around 3 to 4 months’ additional progress”**
- **“evidence suggests that behavioural interventions can produce large improvements in academic performance along with a decrease in problematic behaviours” (+4 months)**

### Description of intervention:

- Safeguarding and Wellbeing Staffing
- Staff will liaise with parents, external agencies and various members of staff across the school to support students who are at risk of exclusion. They will organise parent meetings, design interventions and ensure that students who are considered to be at risk are given the bespoke support that they need to reintegrate into school life.

### Costs Incurred/Forecast

- **£36,468 Committed**

### Success Criteria

- Reduced gap in exclusions between students eligible for pupil premium and those not.
- Maintain or improve outstanding attendance for PP students.

### Dates

Sept 19- July 20

### Lead Responsibility

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### Monitoring and Evaluation

- Exclusions Analysis for Governors’ Report

### Number of Pupils Involved

- Whole PP cohort in Y7, 8 and 9

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## Literacy Intervention

<b>Meeting individual learning needs: Library Provision</b>			
<b>Action: To have a programme of events hosted by the Library team to encourage reading for pleasure.</b>			
<b>Rationale: :</b>			
By establishing a comprehensive provision in the school library, students will have access to a wide range of reading resources that will support them in their development of literacy.			
<b>Sutton Trust – EFF Toolkit, 2015</b>			
<ul style="list-style-type: none"> <li>• “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</li> <li>•</li> </ul>			
<b>Description of intervention:</b>			
<ul style="list-style-type: none"> <li>• School librarian to be on site</li> <li>• School librarian to run discreet interventions for students with low reading ages</li> </ul>			
<b>Costs Incurred/Forecast</b>			
<ul style="list-style-type: none"> <li>- <b>£35825 Committed for staffing</b></li> <li>- <b>£2500 for library budget</b></li> </ul>			
<b>Success Criteria</b>			
- Increased attainment for PP students and narrowed attainment gap, specifically in English			
<b>Dates</b>	<b>Lead Responsibility</b>	<b>Monitoring and Evaluation</b>	<b>Number of Pupils Involved</b>
Sept 19- July 20	LCA	- Reading Age data analysis (Spring 1 and Summer 2)	- Whole PP cohort in Y7, 8 and 9 (189 students)

		- English progress and attainment data analysis	
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