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University Schools Trust

the constellation

Royal Greenwich

Trust School

Pupil Premium Strategy

2020-2021

Contents

Royal Greenwich Trust School

Pupil Premium Impact Strategy & Spending Report 2020/21

This report outlines our strategic planning of our Pupil Premium (PP) allocation for the current academic year, based on analysis and evaluation of the impact of our PP funding for the previous academic year.

1. Summary Information							
School	Royal Greenwich Trust School						
Academic Year	2020/21	**PP led by**	Farihah Alam, Deputy Headteacher for Teaching and Learning	**Internal review date**	April 2021	**PP Committee Member link**	Birthe Nielsen, School Committee Member
Pupil premium allocation this academic year	£265,130.08	**Total number of pupils in school**	758	**Number of pupils eligible for PP**	365	**Proportion of disadvantaged pupils**	48.7%

Cohort Analysis

Year Group	Total Number of students eligible for PP	% of Cohort
7	93	62.4%
8	71	50.7%
9	88	58.7%
10	90	51.7%
12	17	23.9%
13	6	8.1%
Whole School	365	48.2%

Performance Overview for 2019-2020

Pupil Performance overview for last academic year
The secondary school was established in 2017, with its inaugural cohort of students currently in Year 10. As such, performance figures for Key Stage 4 are not yet available.

Barriers to Future Attainment

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
a.	PP students have lower reading age and CATs scores, suggesting further cognitive barriers to learning in the classroom
b.	PP students have more limited access to learning resources at home and so are limited in how they can continue learning outside of the classroom
c.	PP students are more frequently excluded due to poor behaviour. This limits their engagement in school and presents barriers to their learning and progress
External barriers (issues which also require action outside school, such as low attendance rates)	
d.	PP students have lower attendance to school than their non-PP peers. This has a direct impact in their engagement in learning and progress overall
e.	PP students present more concerns in terms of their overall wellbeing and personal development, which affects their engagement in school and their learning

Intended Outcomes

	Desired outcomes and how they will be measured	Success criteria
4. Outcomes		
a.	Improved outcomes in English and Maths in all year groups	• Narrowed gaps between PP and non-PP students • PP students to demonstrate good progress in mid-year and end of year assessments • Responsive teaching plans and markbooks to reflect progress over time for students
b.	Improved outcomes in Literacy for PP students in all year groups	• Narrowed gaps between PP and non-PP students in terms of the difference between chronological age and reading age • PP students to demonstrate good progress in mid-year and end of year assessments in English • Students to feel confident in their reading and develop their literacy skills that will help them to access the wider curriculum
c.	Improve outcomes in wider curriculum subjects	• Narrowed gaps between PP and non-PP students • PP students to demonstrate good progress in mid-year and end of year assessments • Responsive teaching plans and markbooks to reflect progress over time for students
d.	Reduce the behaviour gap between PP and non-PP pupils	• The % of negative behaviour points for PP pupils will reduce by at least 10% in every year group. We will close the gap between PP and non-PP in behaviour points. • Narrowed gaps between PP and non-PP students in exclusions
e.	Attendance for PP students to be in line with non-PP students and be in line with the school's target of 95.3%	• Narrowed gaps between PP and non-PP students • PP students who do have low attendance (90% or below) to demonstrate an improvement to attendance over time • Students to feel engaged in school life and enjoy coming to school
f.	Increased resilience and engagement in their learning, showing enthusiasm and passion for learning	• The % of PP pupils taking a full part in academic and social mentoring programmes and their involvement in extra-curricular enrichment activities • The CEIAG tracker will demonstrate equity in access to provision between PP and non-PP students. • Ongoing monitoring and evaluation of CEIAG activities will demonstrate positive student engagement through their feedback.
g.	Increased participation in extracurricular provision and raised aspirations for their future careers and pathways	• The % of PP students taking part in extracurricular activities increases and students take full advantage of the school's CEIAG offer to secure the best destinations in their post 16 and post 18 Pathways

Our Approach

Here at RGTS, we recognise that the Pupil Premium (PP) grant allows us as a school to set a focus on supporting our most vulnerable students, to narrow the gaps in student attainment and progress in order to maximise their chances at future success.

This is at the heart of the school's vision to provide transformational educational opportunities for all students regardless of their background and is what unites us as a family of schools within the University Schools Trust.

The funding received for students eligible for PP is allocated to interventions that are research informed and evidence led, using the Education Endowment Foundation's Guide to Pupil Premium and its Toolkit for Schools to ensure that all funds are deployed in the most effective manner.

As a school, we adopt a tiered approach to PP spending that can be grouped into three broad categories:

1. Teaching – We spend a portion of the funding on improving teaching. This is to ensure that an effective teacher is in front of every class and that every teacher is supported in improving their practice that will lead to excellent outcomes for students.
2. Targeted academic support – We spend a portion of the funding on targeted academic support, identifying students who are not making good progress across the spectrum of achievement.
3. Wider Strategies – we spend a portion of the funding on strategies that relate to the most significant non-academic barriers to success in school: attendance, behaviour and social and emotional support. This is in response to the needs of the students within our local community.

By adopting this tiered approach, we are able to focus on strategies that are likely to make the biggest difference.

High Quality Teaching for All

a. High quality teaching for all					
Desired Impact	**Targeted pupil cohort**	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
Raise the standard and quality of teaching through the use of instructional coaching and Walkthrus programme to focus on the most effective pedagogy in all classrooms	All PP students	Provide all teachers with access to the Walkthrus programme and develop a whole school CPL strategy that is rooted in the principles of instruction.	"Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention…ensuring that an effective teacher is at the front of every classs….is a key ingredient of a successful school and should rightly be at the top of the priority for Pupil Premium spending" – EEF Guide to Pupil Premium, June 2019	QA of Teaching and Learning: Learning Walks, Book Reviews, Responsive Teaching Plan Reviews	FAL
Improve the quality of leadership of curriculum areas, making sure that all Heads of Faculty, Heads of Department and Lead teachers are given the support they need to deliver high quality provision in their subjects	All PP students	Engage with external consultancy to provide one to one coaching and small group support for middle leaders on curriculum development, assessment and quality assurance of teaching and learning.	Developing middle leadership is essential to ensuring that faculties offer a curriculum that is academically rigorous and inclusive, meeting the needs of all students. In September 2020, 8 new middle leaders were appointed. Allocating funds to their training and development is essential to effective leadership of the curriculum.	QA of Teaching and Learning: Line Management, Curriculum Conversations, Subject and Topic Guide Reviews and External Curriculum Reviews	FAL
Enhance teachers' subject knowledge so that all teachers are able to deliver a curriculum with academic rigour and sequence learning so that students are ready for their next steps in their education	All PP students	Provide all teachers with membership to their relevant subject's professional association so that they can engage with ongoing CPD that is specific to their subject	Prioritising high quality teaching is essential to narrowing gaps and securing good outcomes. By ensuring that all teachers have access to the most up to date research and pedagogy specific to their disciplines is an essential part of delivering high quality	QA of Teaching and Learning: Line Management, Curriculum Conversations, Subject and Topic Guide Reviews	FAL

			teaching. (EEF Guide to Pupil Premium, 2019)	and External Curriculum Reviews	
Provide teachers with access to high quality learning resources and CPL to ensure that teaching is of high quality. Using the PixL network will allow English, Maths and Science in particular to improve the quality of provision	All PP students	Engage with the PixL network to provide teachers to high quality CPL and curriculum resources. The PiXL network also offers access to resources and strategies that focus on raising standards for disadvantaged students.	The school has joined PiXL in order to give teachers access to high quality resources that focus on raising standards. The Gaps and Growth resources will be used to target specific students in English and Maths at Key Stage 4.	QA of Teaching and Learning: Line Management, Curriculum Conversations, Subject and Topic Guide Reviews and External Curriculum Reviews	FAL
Secure subject specialists in all faculty areas to ensure that all students receive high quality teaching, delivered by subject experts. This will add academic rigour to the curriculum delivered and improve overall academic outcomes.	All PP students	Employ subject specialists into Geography and RE to build and develop their respective curriculum areas. Curriculum development will have a focus on securing best outcomes for students in Year 10 and address previous gaps that have occurred in the curriculum.	The school employed 4 new staff into the Humanities faculty this year, including 3 postholders. The school has previously had limited subject expertise in Geography and RE and so these posts are crucial to developing a specialised curriculum and ensuring high quality teaching that is rooted in subject expertise.	QA of Teaching and Learning: Line Management, Curriculum Conversations, Subject and Topic Guide Reviews and External Curriculum Reviews	FAL
Secure well-trained teachers who can deliver high quality of provision for all students	All PP students	Employ two Teach First trainees in the English faculty and use their school-based projects to focus on pedagogy that will improve outcomes for disadvantaged students.	The school engages with the Teach First programme to secure trainee teachers who are focused on addressing educational inequalities. During the programme, trainees must lead and deliver classroom-based enquiry projects that are rooted in improving outcomes for disadvantaged students. Through these projects, PP students are given greater focus in lessons.	QA of Teaching and Learning: Learning Walks, Book Reviews, Responsive Teaching Plan Reviews	FAL/LCA
Increase leadership capacity to train and mentor early career teachers to deliver high quality provision in the classroom.	All PP students	Employ a senior professional tutor to lead in-house provision for NQTs and trainees	Increasing leadership capacity to train and develop early career teachers is essential to delivering high quality teaching. In September 2020, the	NQT Monitoring: Termly Observation Outcomes, Termly	FAL/EHO

		that focuses on developing teaching practice. Build an NQT support programme that focuses on key areas of pedagogy that will have the most impact on student outcome: feedback, planning for progression and effective implementation of the RGTS teaching principles.	school employed 5 newly qualified teachers. By providing bespoke and targeted support for these teachers, they are able to develop their classroom practice and deliver high quality provision for students.	Progress Reports and Final NQT Outcomes	
Increase leadership capacity to strategically monitor and support the quality of provision at Key Stage 4, providing targeted academic support for disadvantaged students who are preparing for their GCSEs.	PP students in Year 10	Employ a HOY Year 10 who is on the extended leadership team to add further capacity and focus on raising standards in Year 10. This leader will work closely with the inclusion team and curriculum leaders to ensure that teaching for Year 10 students is high quality and that disadvantaged students are supported to make excellent progress.	By increasing leadership capacity to focus on raising standards in Year 10, the school's inaugural Key Stage 4 cohort are given the focus and attention they need to secure good outcomes. Leaders will be able to monitor students' progress and identify core groups of PP students that require targeted academic support or wider strategies to improve outcomes.	Year 10 Data Analysis, Year 10 Learning Walks, Student Voice, QA of T&L	FAL/MTO
Build leadership capacity to lead on provision for disadvantaged students in Key Stage 3. By increasing leadership capacity in this area, disadvantaged students in Key Stage 3 will receive targeted academic support and teaching will have further monitoring to focus on the outcomes of PP students	PP students in Year 7, 8 and 9	Employ an AHT who has oversight of Key Stage 3 and Character Development.	By increasing leadership capacity to focus on raising standards in KS3, students can get the early intervention and support from KS2/3 transition. Leaders will be able to monitor students' progress and identify core groups of PP students that require targeted academic support or wider strategies to improve outcomes.	KS3 Data Analysis, Student Voice, QA of T&L	FAL/OSA
			Breakdown of costs: Walkthrus Programme Middle Leaders Training Subject Association Membership 33% PiXL Membership TF Fees		£900 £350 £1933 £1076.79 £5620

20% of HOF Humanities and HOD RE	£27259.40
20% Senior Professional Tutor	£16448
20% HOY 10	£16448
20% AHT	£18333.40
Total projected cost:	**£88,368.59**

Targeted Academic Support

b. Targeted academic support for the current academic year					
Desired Impact	**Targeted pupil cohort**	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
Improve academic outcomes in Maths, English and Science for students in Year 7-10 through targeted nurture group-based teaching	Nurture groups in English, Maths and Science in Years 7-10	Create additional classes in English, Maths and Science to allow for smaller class sizes and more targeted academic support for the most vulnerable learners	The EEF toolkit identifies that reducing class sizes can result in around three months' additional progress for students on average. By creating a smaller class in these core subjects in each year group, the most vulnerable students will receive targeted academic support under the supervision of the school's SENDCO who can provide additional training and support in order to ensure high quality of provision.	QA of Teaching and Learning: Learning Walks, Book Reviews, Responsive Teaching Plan Reviews Analysis of student progress data in English, Maths and Science in all year groups	FAL/LTU
Improve behaviour for learning and engagement for PP students. This will be evident through improvements in behaviour data and reduction in exclusions	PP students in KS3 and 4 who have received any internal or external exclusions	Employ an Inclusion Support Manager to provide targeted academic support for students who are at risk of disengaging from school. Targeted interventions will focus on social and emotional learning, seeking to develop students' interaction with others and self-management of emotions. Deploy Heads of Year to focus on targeted interventions for PP students who are at disengaging from school.	The EEF toolkit states that social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Student voice Monitoring behaviour and attendance data in the school's Inclusion report Monitoring progress data for students, including rewards data to assess positive engagement in learning	OSA/FAL
Improve oracy and literacy skills for PP students so that they are able to engage fully in their learning	PP students in KS3 and 4	Refer students to the Speech and Language Therapy service where required in order to support them with their development and access to the curriculum	The EEF toolkit states that oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average,	Student voice Progress reports from SALT	LTU

			students who participate in oral language interventions make approximately five months' additional progress over the course of the year.		
Secure excellent participation in CEIAG provision to reduce the number of students at risk of becoming NEET	PP students in Year 9 and 10	Engage with Prospects to provide impartial careers education, information and guidance to targeted PP students in Year 9 and 10	The EEF in its literature review on Careers Education (2016) indicated that of the 45 research studies identified, 60% of these provided largely positive findings of educational outcomes. PP students in our context may have more limited access to impartial and high-quality guidance and so providing independent CEIAG provision mitigates against the risk of students becoming NEET.	Review students on NEET registers in Key Stage 4 Student voice Monitor engagement in CEIAG activities Review CEIAG tracker to check equality of provision	OSA/SJA
Improve the literacy skills and reading ages of PP students to ensure that they are able to engage with the curriculum and develop a sustained interest in reading for pleasure	All PP students	Employ a librarian who can be deployed to offer targeted academic support to PP students who have lower reading ages than their chronological age. Expand the library catalogue to offer a wider variety of titles for students to enjoy.	Reading comprehension strategies are identified as one of the highest impact strategies in the EEF toolkit. By expanding the school's library catalogue and through effective deployment of the school librarian to deliver focused small-group reading interventions, students in Key Stage 3 will be given support to improve their reading age to be in line with their chronological age. (EEF Schools Toolkit)	Follow up Reading Age tests for students Monitoring of reading groups Review progress data for English for key students	LCA/FAL
			Breakdown of costs: 75% of Nurture Group Provision 40% of Inclusion Manager 15% of Heads of Year 33% of SALT SLA 33% of Prospects SLA 20% of Librarian Library Catalogue Expansion **Total projected cost:**		£78097.68 £13656.40 £29321.70 £2487.54 £2904.00 £7,521.40 £3021.00 **£137,009.72**

Wider Support

c. Wider support for the current academic year					
Desired Impact	**Targeted pupil cohort**	**Actions**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**
Narrow the gap in attendance between PP and non-PP students across the school	PP students with attendance below 90%	Deploy the Student Services Manager and Attendance Officer to put in place targeted support for PP students with low attendance. Engage with the Attendance Advisory Service in order to escalate cases of persistent absence Complete referrals and attendance contracts, priority for PP.	Data on attendance from previous years shows that there are gaps in attendance between PP and non-PP students. By allocating funds to add capacity within the attendance team and using the attendance advisory service, more focus will be given to improving attendance for PP students in all year groups. Through improved attendance, the school will then be able to focus on high quality teaching and learning.	Monitor attendance data as part of the school's inclusion report	OSA/ANE
Improved behaviour for learning and engagement for PP students.		Provide PP students with access to uniform grants so that they are properly equipped for school Refer PP students to the Outreach Learning Mentor service	Through targeted interventions to support students' behaviour for learning and engagement, students will be better placed to be able to engage in school fully.	Updates on vulnerable student index Follow up on referrals made to Outreach learning mentor and school counsellors Student voice Parental voice	OSA/LTU

Improved mental health and wellbeing and overall student engagement for PP students. This will be evident through improved attendance and behaviour data and reduction in exclusions	PP students in KS3 and 4	Refer PP students to counselling services where required Train teachers in mental health practices through Place2Be	The EEF toolkit states social and emotional interventions have an identifiable and valuable impact on students. The EEF indicates that improvements appear more likely when SEL approaches are supported by professional development and training by staff. By training teachers through Place2Be, as well as offering targeted counselling for students, the school is able to respond more effectively to the mental health and wellbeing needs of our students. (EEF Schools Toolkit)	Reviewing attendance and behaviour data for students who are taking part in counselling Reviewing the needs of students on vulnerable students' index Outcomes from inclusion panel meetings	LTU/OSA
PP students to engage with the school's trips and visits in order to expand their cultural capital and maximise their engagement in school life.	All PP students	Reserve funds to support students with access to trips where needed.	PP students should not be disadvantaged in accessing trips and visits in the school. A subsidy fund is set aside to ensure that all students are supported in engaging with trips and visits, this will be of key focus when funding Key Stage 4 fieldwork trips for GCSE Geography.	Student voice Attendance data for trips Parental feedback	PMA
			Breakdown of costs: 20% of Student Services Manager Attendance Advisory SLA 20% of Attendance Officer Uniform Grant Fund Outreach Learning Mentor 50% of Counselling Service Trips Subsidy Fund **Total projected cost:**		£8665.40 £6300 £7472.40 £2538 £7400 £5742.50 £1633.47 **£39,751.78**

Review of 2019-2020 Provision

6. Review of expenditure and outcomes				
Previous academic year		**2019/20**		
Item	**Actions**	**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**
High Quality teaching for all				
Establish high quality curriculum provision in every subject for all students through establishment of partnerships with outstanding schools, and departmental reviews.	External consultancy to be engaged to review curriculums in all subjects and action plan to feed into SEF and SIP	A trust-wide project on curriculum development was undertaken to train all teachers in the core components of curriculum development: threshold knowledge, sequencing of learning, science of learning and effective pedagogy, assessment and literacy. This culminated in each faculty producing a subject delivery guide that demonstrates the agreed approach to teaching each subject, personalising the principles of curriculum to the needs of each subject discipline. In having these guides in place, a benchmark for consistency in delivery of the curriculum is in place for each subject. Due to Covid19, there was limited academic data that could be used to assess the impact of the work on curriculum in the classroom.	This is something that the school will continue to work on to plan and deliver a high-quality curriculum. Following the appointment of several new middle leaders, this is a key focus for further development based on their subject specialisms The focus will be on using progress and attainment data to assess the impact of curriculum on students' learning.	£6,000
Establish high quality curriculum provision for KS4.	Exam training for all HODs and one other member of staff in each department	Exam training for English, Science, BTEC PE, History all took place. Due to the staffing constraints from 19/20, this has rolled over into 20/21 and all outstanding subjects continue to engage with the relevant exam board training	This is a continued area of focus as the school approaches its inaugural set of Key Stage 4 outcomes.	£10,800
Establish a culture of quality first teaching and learning across the school through a blend	Mentoring and coaching for teachers, middle leaders and senior leadership to establish a clear vision for teaching and learning alongside	Middle leaders and senior leaders undertook training in lesson observation and feedback and improvement planning. This secured improvements in English and MFL in particular. Improvements in other subjects such as Science and Humanities	This is a continued focus for this year, particularly for middle leaders that started at RGTS in September 2020.	£30000

of mentoring and coaching	the implementation in line with policy expectations.	have been more gradual into 20/21 due to extensive changes in staffing.		
Targeted academic support				
Create a programme of events hosted by the Library team to encourage reading for pleasure.	School librarian to be on site to run discreet interventions for students with low reading ages	This has been an area of real improvement. The school library is now much better resourced and a calendar of events is in place to raise the profile of reading for pleasure. Due to Covid-19, the follow up interventions that would have taken place after reading age tests were taken were unable to go ahead as planned, but a more comprehensive plan for early intervention is in place for 20/21	This continues to be an area of focus. Specifically, this year the focus is on identifying core groups of students based on their reading age and putting in place targeted interventions to increase their reading age above their chronological age.	£35825 £2500
Wider support				
Ensure that there is a clear programme of intervention for PP students with low attendance.	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 PP to ensure that they attend school regularly and that their attendance is kept above 96%	This has been an area of improvement for the school. The attendance team are able to monitor and intervene with students with low attendance more strategically, with fortnightly inclusion panel meetings taking place and a more robust method for referrals to be made where they are required.	This year the focus is on early intervention for students with low attendance and working with Heads of Year to put in place early support for students before their attendance reaches 95%	£31, 107
Deployment of a targeted counselling service and small group interventions	Have a counsellor on site at RGTS to support students across Key Stage 3, identified by the pastoral teams based on emerging needs.	Counselling provision was effectively deployed to students in need in 19/20. Due to Covid19, there were restrictions in terms of face to face contact, but work between counsellors and students continued virtually in order to support students most in need. The impact of counselling continues to be reviewed in order to ensure that its effectiveness.	A key focus for this year will be to put in place further monitoring systems to evaluate the impact of counselling on students, using progress	£17,469
Provide staffing to ensure vulnerable students receive targeted pastoral and academic support.	Increase safeguarding and Wellbeing Staffing to liaise with parents, external agencies to support students who are at risk of exclusion. They will organise parent meetings, design interventions and ensure that	Inclusion panel meetings meant that more targeted support was put in place for vulnerable students who are at risk of exclusion. More effective systems have been put in place to ensure a holistic approach is taken to supporting these students.	In 20/21 the focus will be on triangulating the inclusion data (behaviour, attendance, engagement) with the academic progress and attainment of students in order to fully assess	£36,468

	students who are considered to be at risk are given the bespoke support that they need to reintegrate into school life.	Due to Covid19, there was limited academic data that could be used to assess the impact of these interventions.	the impact of the interventions in place for these students.	
			Total funding:	**£174,845**