

What is the pupil premium?

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals (FSM) at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children are looked after or adopted, and children of service personnel. These students are referred to as being disadvantaged.

Nationally, students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

Impact of pupil premium funds on outcomes – 2020:

- Progress 8 score for disadvantaged students has remained outstanding at +0.73 in 2020.
- Progress 8 score for disadvantaged students, **English**: +0.41 which is better than others nationally.
- Progress 8 score for disadvantaged students in **maths** shows that there is a gap of -0.97 compared to others in the school, however, this group is making outstanding progress in **maths**, achieving a progress score similar to last year of +0.83. The gap has widened as the others in the school have performed stunningly achieving +1.80.
- **Progress score for EBACC element** remains outstanding for disadvantaged students and well above national average and similar to last year at +0.92.
- Progress 8 score for disadvantaged students in **science** continues to improve as this group of students achieved an outstanding score of +1.09, showing a four-year trend of improvement.
- The Progress 8 score for disadvantaged students in **languages** remains outstanding at +0.86.
- The Progress 8 score for disadvantaged students in **humanities** remains outstanding at +0.75.
- Average attainment 8 score **per disadvantaged student** remains outstanding in 2020 at 51.81 and above NAv. for others (49.96 2019).
- The proportion of disadvantaged students achieving the **EBACC 5+** remains outstanding at 41% which significantly exceeds than the national average for others.
- 74.4% of disadvantaged students achieved **4+ in BASICS**, which was similar to national others (71% 2019).
- The proportion of disadvantaged students achieving **5+ in BASICS** has remained similar to 2019 at 57% which is better than the national average for others 50% (2019).
- There is no **attainment gap for DA students in English** (best of) for %5+ as 70% of DA students achieved 9-5 compared to 67% of others.
- The **attainment gap for DA students has widened slightly in maths** for %5+ from -8.9 in 2020 to -11.9 in 2020.
- % disadvantaged students **entering EBACC at 64%** is well above the NAv. 2019 (43%).
- The APS for EBACC for disadvantaged students was similar to 2019 at 4.85 which is above NAv. for others.

Impact of pupil premium funds on outcomes – 2019:

- Progress 8 score for disadvantaged students has remained outstanding at +0.7 in 2019.
- Progress 8 score for disadvantaged students, **English**: +0.53 which is better than others (+0.52) in the school and national others.
- Progress 8 score for disadvantaged students in **maths** shows that there is a gap of -0.5 compared to others in the school, however, this group is making outstanding progress in **maths**, achieving a progress score of +0.9 which is an improvement from +0.75 achieved in 2018.
- **Progress score for EBACC element** remains outstanding for disadvantaged students and well above national average at +1.0.
- Progress 8 score for disadvantaged students in **science** continues to improve as this group of students achieved an outstanding score of +0.9, showing a three year trend of improvement.
- The Progress 8 score for disadvantaged students in **languages** has **doubled** to +1.2 from +0.6 in 2018, showing a three year trend of improvement.
- The Progress 8 score for disadvantaged students in **humanities** has improved significantly to +0.8 from +0.5 in 2018, showing a three year trend of improvement.
- Average attainment 8 score **per disadvantaged student** improved from 48.26 to 51.37 in 2019 (NAv. others 49.96).
- The proportion of disadvantaged students achieving the **EBACC 5+** almost **doubled** from 20% in 2018 to 38% which was better than the national average for others.
- 66% of disadvantaged students achieved **4+ in BASICS**, which was similar to national others (71%).
- The proportion of disadvantaged students achieving **5+ in BASICS** improved significantly from 43% in 2018 to 56% which is better than the national average for others 50%.
- The **attainment gap for DA students in English** (best of) for %5+ is **negligible at -1.2 compared to -11.4** in 2018 because the % of DA students achieving this measure has improved from 62% 2018 to 70% in 2019 and the % of others achieving this measure has stayed the same at 71%.
- The **attainment gap for DA students in maths** for %5+ is **-8.9 in 2019 compared to -17** in 2018 as the % of DA students achieving this threshold improved from **52% in 2018 to 61% to 2019**. The attainment of others remained similar to 2018 with 70% achieving this threshold.
- % disadvantaged students **entering EBACC increased** from 55% to 70% which is well above the NAv. (43%).
- The APS for EBACC for disadvantaged students improved from 4.45 in 2018 to 4.92 which is above NAv. for others.

Impact of pupil premium funds on outcomes – 2018:

- Progress 8 score for disadvantaged students has doubled from 0.3 to +0.7 in 2018.
- Progress 8 score for disadvantaged students, **English**: +0.4 which is better than others (+0.3) in the school and national others.
- Progress 8 score for disadvantaged students in **maths** shows that there is a gap of -0.33 compared to others in the school, however, this group is making outstanding progress in **maths**, achieving a progress score of +0.75.
- **Progress score for EBACC element** is outstanding for disadvantaged students and well above national average at +1.0 which is a significant increase from +0.68 in 2017.

- Progress 8 score for disadvantaged students in **science** has improved significantly to +0.8 from +0.5.
- The Progress 8 score for disadvantaged students in **languages** has improved to +0.6 from +0.4 in 2017.
- The Progress 8 score for disadvantaged students in **humanities** has improved significantly to +0.5 from +0.2 in 2017.
- Average attainment 8 score **per disadvantaged student** improved from 46.24 to 48.26 in 2018 (NAv. others 49.96).
- 20% of disadvantaged students achieved the EBACC with a strong pass 5+ which was in line with the national average for others.
- 67% of disadvantaged students achieved 4+ in BASICS, which was similar to national others (71%).
- 43% of disadvantaged students achieved 5+ in BASICS (national others 50%).
- The attainment gap against national others (-5) for disadvantaged students in English (best of) for strong pass 5+ is negligible in 2018 with 62% of disadvantaged students achieving 5+ in English. Similarly, there is a small gap of -4 in maths 5+, 52% of the disadvantaged students achieved this indicator.
- The attainment gap against national others (-2) for disadvantaged students in English (best of) for standard pass 4+ remains negligible in 2018 with 83% of disadvantaged students achieving 4+ in English. Similarly, there is a small gap of -4 in maths 4+, 71% of the disadvantaged students achieved this indicator.
- Attainment 8 score for the EBACC showed that disadvantaged students achieved an attainment 8 score 14.72 which was above the national average for others and an improvement from 2017.
- % disadvantaged students **entering EBACC is similar to 2017**: 55% which is above the NAv. (43%)
- The APS for EBACC for disadvantaged students was 4.45 which is in line with NAv for others.

Impact of pupil premium funds on outcomes – 2017:

- 31.4% of disadvantaged students achieved the EBACC with a strong pass 5+ which was higher than national average.
- The attainment gap for standard pass 4+ BASICS between disadvantaged students and others nationally A*-C BASICS in 2016 has completely diminished from -7 to +1.4. Whilst the in-school difference at 4+ (C+ in 2016) has reduced from -16 to -7 in 2017.
- The attainment gap for disadvantaged students in English (best of) at both standard 4+ and strong pass 5+ is negligible as it has reduced from -14.4 in 2016 to -1.2 in 2017. Although a difference of -5.9 percentage points in maths remains, this has reduced significantly from -16.8 in 2016 and the gaps are diminishing. For the strong pass threshold, 56% of the disadvantaged students achieved the BASICS compared to 66% others in school.
- Attainment 8 score for the EBACC showed that disadvantaged students achieved an attainment 8 score 13.91 at 5+.
- Progress 8 score for disadvantaged students: 0.3 in the top 11% nationally.
- Progress 8 score for disadvantaged students, **English**: 0.5 in the top 11% sig+ moved from top 15% in 2016.
- Progress 8 score for disadvantaged students, **maths**: +0.5 sig+ in the top 7% sig+ moved from top 18% in 2016.
- Progress 8 score for disadvantaged students, **science** +0.5 sig+ in the top 9% sig+ moved from top 12% in 2016.
- Progress 8 score for disadvantaged students, **EBacc**: 0.7 sig+ in the top 6% sig+.

- Progress 8 score for disadvantaged students, **languages** +0.4 in the top 25%.
- Progress 8 score for disadvantaged students, **humanities** +0.2 in the top 20%.
- Average attainment 8 score **per disadvantaged student** 46.24.
- % disadvantaged students **entering EBACC**: 57%
- % disadvantaged students **achieving grades 9-5 English and maths**: 48%
- % disadvantaged students **achieving grades 9-4 English and maths**: 68%
- 31% of disadvantaged students **achieved the EBACC** (strong pass in English and maths) compared to 46% others, which is set to be above national average for others.

Impact of pupil premium funds on outcomes – 2016:

Following the pattern of spending detailed below, our outcomes for students for whom we received additional pupil premium funding were as follows:

- The 5+A*-Cs EM attainment gap between disadvantaged and others was halved from 2015 to -7, when doing a like for like comparison.
- 63% of disadvantaged students achieved the Basics score.
- The Basics attainment gap between disadvantaged students and others in school, reduced from -15 to -7 when comparing like for like methodology from 2015 to 2016.
- At RMA 94.4% of the more able disadvantaged students were entered for EBacc and 94.4% of this group achieved the EBacc. This was an improvement of 23.8 percentage points from 2015.
- Attainment 8 score for the EBACC showed that disadvantaged students achieved an attainment 8 score (14.86) above the national average (2015: 13.83) of others.
- Progress of disadvantaged students in the EBacc subjects was outstanding at +0.71.
- The progress scores for disadvantaged students in English and maths was above the national average and positive.
- 2016: 41% of disadvantaged students achieved the EBACC compared to 54.4% others. This is an improvement on 2015.
- Progress 8 score for both disadvantaged and others was positive and well above floor target.
- The Capped Average Points Score for disadvantaged students is outstanding at 319 as compared to 259.9 nationally for a similar group and 326.6 national others (2015 ROL).
- The % of disadvantaged students achieving 3LOP in English was significantly above the national average for others nationally 84% vs. 74% and an improvement from 2015.
- The % of disadvantaged students achieving 4LOP in English was significantly above the national average for others nationally 59% vs. 34% and an improvement from 2015.
- The % of disadvantaged students achieving 3LOP and 4LOP in maths was slightly below national average for others nationally.
- In many subjects, the proportion of disadvantaged students achieving A*-Cs and A*-As was similar to that of others.
- In 2016 we had 10 boys with HA and FSM6, of whom all achieved 5+A*-C E&M compared to the national average of 36%. 100% of the 10 boys took a language compared to the national average of 25% and 100% achieved an EBACC language qualification. 100% were entered for Humanities (History or Geography) and 100% achieved an EBACC humanities qualification. This was an improvement from 2015. 50% took triple Science which is in line with the national average of 53% and an improvement from 2015.
- 65% of all disadvantaged students achieved 5+A*-Cs.

Impact of pupil premium funds on outcomes – 2015:

In 2015, the proportion of disadvantaged students achieving 5A*-Cs including English and maths improved to 57.1%, which was once again significantly positive and well above national averages for a similar group at 36.5%. (School others 69% 5A*-CEM).

- The achievement gap in 2015 further reduced from -16 to -11.8 points.
- The average capped points score for DA students was significantly positive – 318.94 as compared to 257.7 nationally (2014) for a similar group.
- In most of the subjects, the proportion of DA students achieving A*-Cs and A*-As was similar to that of others in school.
- The average grade achieved by DA students at Rushey Mead improved in 2015 to a grade C.
- The progress 8 score for DA students (+0.57) compared favourably to that of others (+0.63)
- On average, DA students studied 9 qualifications.
- The proportion of disadvantaged students achieving an EBacc (37.1%) is significantly positive and an improvement from 2014. It is well above the national averages for others and therefore remains outstanding.
- On average, the gaps between the progress of DA students compared to others was minimal and DA students in school made similar progress to others, across their subjects:
 - 75.5% of DA students made 3LOP compared to 79.6% of others
 - 43% of DA students made 4LOP compared to 47% of others.
- Progress made by DA students in English was outstanding. There were no gaps in the progress of DA students in English compared to others nationally for both expected and more than expected progress. This was a significant improvement from 2014.
- Progress made by DA students in maths was also outstanding. They performed better than others nationally for both expected and more than expected progress. This was a significant improvement from 2014.

Impact of pupil premium funds on outcomes – 2014:

When looking at the outcomes for disadvantaged students in 2014, it is important to note the DfE and Ofqual advice about outcomes NOT being comparable with those from previous years due to the significant changes in exam rules post the Wolf report, changes to English GCSE and first entry rules.

In 2014, 50% of disadvantaged students achieved 5A*-Cs including English and maths which is significantly positive and well above national averages for a similar group at 36%. (School others 66% 5A*-CEM).

- The “value added” score for DA students has been significantly positive for the last 3 years and this was no different in 2014 – 994.3 (national VA for this group was 977.5).
- The average capped points score for DA students was significantly positive – 291.2 as compared to 257.7 nationally for a similar group.
- The average grade achieved by DA students at Rushey Mead was a C-.
- On average, DA students studied 9 qualifications.
- The proportion of disadvantaged students achieving an EBacc is outstanding and significantly positive and well above the national averages (31% vs 11% for a similar group nationally).
- The % of DA students achieving EBacc English, maths, science, languages and humanities was in line with national averages for a similar group.

- The VA scores for DA students in all five EBacc subjects was either in line with national averages or significantly positive when compared to similar groups nationally
- The % of DA pupils achieving expected progress in mathematics exceeded national averages for a similar group– 55% v’s 48%. (English 57% vs 58%).

Impact of pupil premium funds on outcomes – 2013:

In 2013, there was a negligible difference between FSM and non-FSM learners. There was only a 3% difference between them in terms of attainment (5 A*C EM). In particular it is worth noting that the “value added” score for FSM students is significantly positive for the 2013 year 11 cohort – **1010** (national VA for this group **983**)

Further evidence of the positive impact of pupil premium spending on outcomes for students includes:

- The percentage of FSM students at Rushey Mead achieving an A*-C grade in English and Maths exceeded the national average.
- The average GCSE points score for FSM students was significantly positive – 298.9 as compared to 215.4 nationally.
- The average grade achieved by FSM students at Rushey Mead was a C.
- For both English and Maths FSM students made significantly more progress than nationally (more than 10% more students at Rushey Mead made expected progress).
- In terms of the English Baccalaureate subjects, FSM students achieved significantly positive value added scores in English, Maths, Science, Languages and Humanities.

The use of Pupil Premium 2020/2021

	Value	No. of Students	Total
Year 7 to 11 students recorded as Ever 6	£955	417	£398,235.00
Looked after children in school	£2,345	9	£21,105.00
Adopted children in school	£2,345	4	£9,380.00
Ever 4 service child None in school		None	£428,720.00

Proposed area of spending		
Projected Revenue Spending		
Music Scholarship project to enable disadvantaged students to have free tuition and enrichment opportunities - 60 students (see project write up)	£20,600	
Trips/enrichments: Duke of Edinburgh building social + cultural capital of disadvantaged students.	£16,000	
Revision classes at Easter and half term	£5,000	
White board pens, books, food ingredients, art equipment, uniform, PE kit revision guides and laptop / iPads for specific disadvantaged students.	£15,000	
Purchase of ChromeBooks	£55,000	275 ChromeBooks for short term loans during school closures
Uniform for DA students	£2,000	
Printing costs for those who do not have access at home.	£15,000	
	£128,600	total

Staffing		
Staff championing progress of disadvantaged students per year group	£14,074	TLR: 2A(£2,873) RBA, KFR, SWR, AMI, TRO
Leading PP Champions & higher provision, student development.	£5,800	10% HMU

Time for Digital Leaders to train staff and students in the use of technology needed for remote teaching.	£2,640	£33 per hour x 4 hours per month x 10 months per months for 2 members of staff Adam and Mashood
Managing and implementing the Music Scholarship programme.	£8,655	10% MRU (£5,602) & SPE (£3,053)
Additional groups in English and Maths so that disadvantaged students get more targeted teaching	£74,947	8% English & Maths Teacher salaries
Promoting and supporting reading across the curriculum with a particular focus on disadvantaged students.	£2,891	5% Bridget (£1,636) & Mel (£1,255)
Student Data: refining systems so disadvantaged monitored as a discrete group.	£5,272	5% of salary for JST (£1,977) and AGL (£3,295)
Student Data: refining systems so disadvantaged monitored as a discrete group.	£5,272	5% of salary for JST (£1,977) and AGL (£3,295)
Year 6-7 transition support for disadvantaged students with increased attention for disadvantaged and disadvantaged SEND students.	£15,890	25% salary for AFU & SSI
SEND support with TAs for those students who are disadvantaged and face multiple disadvantages.	£40,538	10% of TA Salaries
Support for newly arrived and other disadvantaged students with EAL needs	£16,348	T25% iof salary Sushma & Anna (£12,028) 10% JBL salary (£4,320)
Pastoral Support for each year group with a particular focus on disadvantaged students.	£19,800	15% salary for all AHOYs
Learning Mentor support for disadvantaged students.	£9,845	10% Learning mentors
Improving careers guidance for disadvantaged students with dedicated work experience offer & providing opportunities to visit universities to raise ambition.	£7,940	25% Marie Butler, Sarah Sewell & Liz Mee
Management of attendance of disadvantaged students.	£5,795	25% Salary Sean Caldwell

Summer School enrichment programme aimed at disadvantaged Year 6 children who will be moving into Year 7.	£3,500	Staffing for Summer School
Dedicated time for subject leaders to track progress of disadvantaged students.	£60,000	7.5% salary across Curriculum Leaders: SAL, MCL, ARA, LBR, VPA, MST, JCL, PAI, WRO, SHU, JAC, KCH, ZKH,
Total Salary Costs	£299,207	

Total Spending Forecast £427,807

*one additional week for work during holidays

The use of Pupil Premium 2019/2020

	Value	No. of Students	Total
Year 7 to 11 students recorded as Ever 6	£935	460	£430,100.00

Staff Salaries	
Staff championing progress of disadvantaged students per year group	£25,429
Data and Student Entitlement	£16,520
Dedicated Professional Learning time to train teachers on the implementation of the curriculum through the RM Principles of Direct Instruction	£36,309
Additional groups in English and Maths so that disadvantaged students get more targeted teaching	£75,721
Increasing curriculum time in MFL to sustain universal entry so each disadvantaged student studying a language to GCSE	£39,338
Managing and implementing the Music Scholarship programme.	£6,989
Promoting high level reading skills and develop students vocabulary to improve students' literacy, fluency & sophistication of language.	£19,944

Widening curriculum offer with EBacc so that greater proportion of disadvantaged students entered for EBacc subjects (staffing in history + Geography).	£45,826
Increasing pastoral and academic oversight of disadvantaged students at KS4 to ensure progress and progression post 16, with particular focus on disadvantaged boys.	£8,876
Year 6-7 transition support for disadvantaged students with increased attention for disadvantaged and disadvantaged SEND students.	£12,404
SEND support with TAs for those students who are disadvantaged and face multiple disadvantages.	£15,014
Support for newly arrived and other disadvantaged students with EAL needs	£12,406
Pastoral Support for each year group with a particular focus on disadvantaged students.	£18,702
Homework club support each day to ensure disadvantaged students complete homework and make progress. New homework system launch & monitoring.	£17,553
Learning Mentor support for disadvantaged students.	£10,747
Improving careers guidance for disadvantaged students with dedicated work experience offer & providing opportunities to visit universities to raise ambition.	£10,896
Dedicated time for subject leaders to track progress of disadvantaged students.	£18,000
Total Salary Costs	£390,674
Projected Revenue Spending	
Music Scholarship project to enable disadvantaged students to have free tuition and enrichment opportunities - 60 students (see project write up)	£22,000
Trips/enrichments: building social + cultural capital of disadvantaged students.	£10,000

Books, food ingredients, art equipment, uniform, PE kit revision guides and laptop / iPads for specific disadvantaged students.	£8,000
Total Revenue Costs	£40,000

Total Spending Forecast **£430,674**

Balance **-£574**

The use of Pupil Premium 2018/2019

	Value	No. of Students	Total
Year 7 to 11 students recorded as Ever 6	£935	466	£435,710.00
Looked after children in school	TBC	3	
Adopted children in school	TBC	3	
Ever 4 service child None in school	None		
Proposed area of spending			
Staffing		Notes - salary increases for 18/19 have been included	
Staff championing progress of disadvantaged students per year group	£14,074	10% KRY (£5,089) & PKI (£3,651) TLR: RBA & KFR (£5,334)	
Data and Student Entitlement	£11,244	10% AGL & HMU	
Additional groups in English and Maths so that disadvantaged students get more targeted teaching	£74,947	8% English & Maths Teacher salaries	
Increasing curriculum time in MFL to sustain universal entry so each disadvantaged student studying a language to GCSE	£33,396	8% MFL Teacher salaries	

Managing and implementing the Music Scholarship programme.	£8,655	10% MRU (£5,602) & SPE (£3,053)	
Promoting and supporting reading across the curriculum with a particular focus on disadvantaged students.	£2,891	5% Bridget (£1,636) & Mel (£1,255)	
Widening curriculum offer with EBacc so that greater proportion of disadvantaged students entered for EBacc subjects (staffing in history + Geography).	£27,273	8% History & Geography Teacher salaries	
Student Data: refining systems so disadvantaged monitored as a discrete group.	£5,272	5% of salary for JST (£1,977) and AGL (£3,295)	
Increasing pastoral and academic oversight of disadvantaged students at KS4 to ensure progress and progression post 16, with particular focus on disadvantaged boys.	£7,703	10% salary for MJO (£3,387) and JGA (£4,316)	
Year 6-7 transition support for disadvantaged students with increased attention for disadvantaged and disadvantaged SEND students.	£15,890	25% salary for AFU & ZKA *	
SEND support with TAs for those students who are disadvantaged and face multiple disadvantages.	£40,538	10% of TA Salaries	
Support for newly arrived and other disadvantaged students with EAL needs	£16,348	25% Salary costs NTE staff (£12,028) 10% JBL salary (£4,320)	
Pastoral Support for each year group with a particular focus on disadvantaged students.	£19,800	15% salary for Assistant HOY	
Homework club support each day to ensure disadvantaged students complete homework and make progress	£14,250	RFA & L3 TAs (x4) 1 hr/day x £15 x 5 staff x 190 days	
Learning Mentor support for disadvantaged students.	£9,845	10% Behaviour Mentors	
Improving careers guidance for disadvantaged students with dedicated work experience offer.	£10,112	25% Careers staff x 2 (£5,578) and (£4,534)	

Management of attendance of disadvantaged students.	£5,400	25% Salary Attendance Officer	
Summer School enrichment programme aimed at disadvantaged Year 6 children who will be moving into Year 7.	£3,500	Staffing for Summer School - see attached 17/18 budget.	
Dedicated time for subject leaders to track progress of disadvantaged students.	£70,972	10% salary across HOF of English, maths, science history, geography, MFL, Computing, art, DT and RE.	
Total Salary Costs	£392,110		
Projected Revenue Spending			
Music Scholarship project to enable disadvantaged students to have free tuition and enrichment opportunities - 60 students (see project write up)	£20,600		
Trips/enrichments: building social + cultural capital of disadvantaged students.	£10,000		
Revision classes at Easter and half term	£5,000		
Books, food ingredients, art equipment, uniform, PE kit revision guides and laptop / iPads for specific disadvantaged students.	£8,000		
	£43,600		
Total Spending Forecast	£435,710		
*one additional week for work during holidays			
Balance	£0		

Brief project descriptions

Pupil Premium Champions

A key cohort of disadvantaged students has been identified in each of years 7 to 11. These are all students who do not receive support through other teams (for example SEND) and are not making expected progress. Four of our leading middle leaders have been appointed Pupil Premium Champions to the leadership team and given overall responsibility for the project. Specific examples of work to be carried out includes:

- Active and regular mentoring
- Student skills development
- Specific curriculum support in maths and English

- Increased cultural capital through enrichment activities
- Pupil pursuits in lessons to sample work.
- Advocacy to secure best outcomes for students.

Curriculum-based interventions

As in previous years, academic intervention for identified DA students will be delivered by faculties with KS4 students. These will focus on the specific skills and knowledge needed for examination success, taking place as additional sessions outside normal curriculum time.

Curriculum based interventions including:

- Catch up sessions
- Study clubs
- Holiday revision programmes
- Visiting speakers and enhancement sessions

Tracking and data development

A clear and simple post tracking analysis routine has been devised to enable SLT, subject leaders, pastoral leaders and teachers to ascertain those not making at least expected progress. These students are then highlighted on seating plans, targeted for more prompt feedback and interventions planned by Pupil Premium Champions.

Entitlement and enrichment

The building of cultural capital and a breadth of experience for DA students is an aspiration.

We use pupil premium funds to ensure all disadvantaged students participate in enrichment activities.

Feedback to students

Research from the Sutton Trust and the Education Endowment Foundation all point to effective feedback as having the most impact on student outcomes. Learning Mentor time is provided to ensure disadvantaged students act on teacher feedback to close learning gaps.

Alternative provision and support beyond school

Some of our disadvantaged students need additional support and input from experts beyond school. We will continue to use pupil premium funds to access this specialist provision for those students who need it. Examples include:

- Educational welfare services
- Psychology and counselling services
- Alternative curriculum and vocational provision
- Work placements and work experience

Music Scholarship

In September 2015, we embarked on a unique and exciting development, to see how music education can help overcome social disadvantage by designating one of our 12 year 7 tutor groups as the Musical Scholarship group. At least half of this group will be comprised of disadvantaged students.

Through pupil premium funding, the students are provided with a musical instrument for the year and possibly for the next five years. They will also have all their musical tuition paid for. The group will also have more time in their weekly timetable for music study and practice.

The purpose of the project is to enhance the musical life of the school and enrich the provision for this disadvantaged group. There is much research about the ability of musical tuition to enhance social and cognitive development. Thereby, we are seeking to boost the academic attainment of this group in other areas of the curriculum too. We hope that the effects will be far reaching and long lasting and will ultimately improve the life chances of each of the students in the group.

There is a lot of research evidence which shows that children who learn to play a musical instrument also excel in reading, mathematics and that their general development is enhanced and accelerated. To test this even further, we have secured the services of a researcher, Dr Andrea Creech, from the Institute of Education, University College London, who will help us further research the benefits of a musical education.

Supporting staff salaries including

- Higher level TAs employed to specifically work with pupil premium students, focusing on aspiration, behaviour and academic interventions.
- Leaders and support staff employed to develop new and highly responsive data systems to help track and target interventions for pupil premium students.
- Teaching and professional learning leaders to support the wider teaching faculty in developing effective “first practice” for pupil premium students not yet making expected progress.
- Pastoral leaders with a brief to support pupil premium students and ensure their wider needs are met and they are therefore able to fully engage with learning.
- Additional maths and English staffing to support small group intervention work.

For further details about the projects, please refer to the Pupil Premium Action Plan.