

# PUPIL PREMIUM STRATEGY IMPACT REVIEW - 2019 -2020

Summary information					
School	Ricards Lodge High School				
Academic Year	2020/21	Total PP budget	£305,895 (Total Spent £245,033)	Date of PP Review 2019/20	Autumn 2020
Total number of pupils	1170	Number of pupils eligible for PP	325	PP Champion	Henrike Wilford

1. Review of Impact Expenditure			
Previous Academic Year 2019/2020 (Covid 19)			
i. Quality of teaching for all			
Action	Intended outcome	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)
Accelerated Reader at KS3	Embed a culture of reading throughout the school raising the reading age of every student to ensure it is as expected or above expected for their age	The school continues to be a beacon school - students are engaged and more are reading. At KS3 the average reading age growth was 10 months for non PP and 11 months for PP. PP students read for an average of 26 minutes and non PP students read for 23 minutes. The accelerated reader scheme continues to be a success despite school closures.	The success of the programme means that it is no longer just a PP intervention but will instead become a whole school English strategy. In KS3 once a fortnight all students have an accelerated reader lesson delivered by an English teacher in the resource centre. Potential to extend the programme to KS4 PP Students and also to promote reading for the whole school through assemblies, daily messages and academic reading at KS4&5
Create additional leadership post and staffing in Maths to focus on PP students	To further close the gap between PP and non PP students in KS3/4 Maths .	<p>Increasing leadership capacity in Maths has enabled the creation of more targeted and bespoke actions which hold staff and leaders accountable for outcomes</p> <p>During the school closures the Maths lead supported Yr10 students by creating PP classes on MathsWatch - which enabled close monitoring of the work being set by individual teachers and also students' involvement with and completion of this work.</p> <p><u>GCSE Maths results( based on CAGS)</u></p>	<p>Key focus will be to prioritise interventions that need to be put in place for the Autumn term and beyond for any PP students who have a lot of ground to make up from school closures</p> <p>Work closely with other departments to create resources that support the development of KS4 Exam Numeracy Skills and develop everyday maths activities.</p> <p>Consider following a similar model in Science to support precipitated under performing disadvantaged students.</p>

		<p>P8 +0.72 (Non PP) +0.44 (PP students)</p> <p>In <b>KS3</b> the maths lead followed a similar model using Activelearn. There is no relevant data for this year due to school closures from the 23rd March and students not sitting formal end of year exams.</p>	
Provide additional staffing for lower ability disadvantaged students at KS3 to help them develop their literacy and numeracy skills	Reducing class sizes in English and Maths allows for disadvantaged students to be timetabled for additional English and Maths lessons as part of their timetable in small groups with specialist staff alongside TA's	<p>Lower ability students are taught in much smaller group sizes in all E classes throughout KS3. In addition due to increased numbers of disadvantaged students in Yr9 this model is also mirrored in the D half of the group. This has a beneficial impact on both PP and non PP students as it means all have access to quality first teaching and strong supportive relationships are formed between staff and students in the SEN/ Pastoral teams.</p> <p>Difficult to report on the progress of these students accurately due to school closures from March 23rd - however because the SEN/Pastoral teams knew these students well - quickly identified vulnerable students received regular phone calls - monitoring progress in accessing online learning, motivation and well being. Students and families valued this personal input. In addition any students falling behind were invited into the onsite vulnerable school.</p> <p>The SEN team also created resources for teaching staff in how to support our disadvantaged students with online learning at home. Creating videos and tutorials that are now part of our online T&amp;L CPD toolkit.</p>	<p>Creating the E nurture groups allows for smaller group sizes in Maths and English and means quality first teaching for all - progress of disadvantaged students in literacy and numeracy remains inline with other students. The return to school of these students in particular has been really positive and attendance of these vulnerable students has been good.</p> <p>Approach is set to continue with increased targeted TA support in 7E, 8E and 9E groups - because of this model TA's can be attached to year group bubbles. We have created timetabled outreach rooms for 1;1 support as needed - this model is working exceptionally well and as a result TA's feel more empowered - liaison between teachers and TA's has also increased.</p>
Provide additional pathways for KS4 students to enable lower ability disadvantaged students to develop their literacy and numeracy skills and feel supported in all their KS4 Studies.	To provide additional timetabled Maths and English lessons for those who need further support to help them progress and reach their true potential	<p>Students are working in smaller classes with specialist staff receiving a lower teacher pupils ratio.</p> <p>During school closure a similar model of support was implemented as that in KS3</p> <p><u>GCSE Maths results( based on CAGS)</u> P8 +0.72 (Non PP) +0.44 (PP students)</p> <p><u>GCSE English results (based on CAGS)</u></p>	<p>The support in KS4 is continuing as is increased home school liaison at least monthly to update families on progress and learning.</p> <p>TA's now feel far more empowered to take the lead on the support they provide KS4 disadvantaged students.</p> <p>Self isolating EHCP Disadvantaged students get daily learning phone calls from the SEN team and the pastoral team are supporting the non EHCP disadvantaged students.</p>

		P8 +1.3 (Non PP) +0.94 (PP students)	We have also put in place a support group in each option block to support our Year 11 teachers - led by Maths, Science and English Teachers.
<b>Total Spending on Quality of Teaching: £178, 6260</b>			
<b>ii. Targeted support</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
To provide a range of targeted opportunities for KS4 students to access tuition, revision materials and equipment, opportunity and experiences to support their exam and NEA preparations	To close the gap and raise attainment in our Ebacc subjects and beyond	EBacc strong passes fell slightly from 21%(in 2019) to 20% (in 2020) but standard passess increased from 34% (2019) to 40% (in 2020) standard EBacc progress 8 increased from +0.32 in 2019 to +0.76 in 2020.  The APS in Ebacc 5.17 (Non PP)/ 4.29 (PP students) - however students are getting the most VA in MFL (Non PP 1.2/ PP 1.67).	We are delighted that the targeted support and curriculum development has had a positive impact in the Ebacc subjects particularly in MFL where there has been the most significant value added.  We now need to review and develop interventions in KS4 particularly as we look at closing the disadvantage gap of lost learning from Covid 19.
Continue to provide enrichment and cultural experiences to students to support the all-round development, aspiration and well-being of disadvantaged students.	To ensure our students can participate in a wide range of experiences which enhance their school experience and raise their aspiration	The appointment of the new cultural lead did not happen until the end of the spring term and unfortunately due to school closures from March 23rd we were not able to complete any additional school visits. However the cultural capital lead did support identified Yr10 students - sending home resources, monitoring and supporting with regular phone calls home.  Free virtual enrichment and aspirational careers opportunities via the year group google classrooms with links to regular competitions and challenges were also promoted throughout school closures.  Up until school closures we were able to support 6 PP students - we introduced a small co-payment of £5 (group) or £10 (individual lesson) per term to help ensure commitment.  The continued support of instrumental music lessons for our disadvantaged students enabled 10 Year 11 students to	Covid 19 has meant that we are still restricted in what we can offer but there is plenty of opportunity to continue to promote virtual experiences and the cultural capital lead is planning a series of termly newsletters, will run a debating club and work more closely with Aim higher to raise aspirations through Subjects.  Music lessons will continue to focus on KS4/5 exam classes and targeted KS3 pupils only. Attendance will be more closely monitored.  Starting peripatetic lessons was a priority this year and lessons have now resumed. They are making excellent progress towards their practical performances with their instrumental teachers.  Access to instruments meant that our disadvantaged students were not able to continue with instrumental lessons during lockdown access and a lesson in the future is to check access to instruments during periods of remote learning and address this gap wherever practical.

		achieve excellent coursework results for their performance work in their final exams. This was the largest number of PP students we have ever had in a GCSE class. This clearly demonstrates how music lessons from KS3, boost both ability, confidence and success at KS4 level where students are offered these opportunities.	
Offer bespoke programmes for MAGT PP students Identify a member of staff to work with our MAGT students to identify and remove barriers	To raise the P8 and attainment score of our MAGT students	<p>Unfortunately the appointed member of staff went on maternity leave however relevant interventions were put in place to support our MAGT PP students by Heads of Department.</p> <p>We participated in the Kings 'open doors' aspirations programme and there were a series of very successful events - including Saturday and after school aspirational visits and talks. 30 PP students were identified in Yr 8, 9 and 10 and all benefited from these opportunities.</p> <p>During school closures students were invited to participate in virtual events but the uptake of this was limited - However Kings did run a very successful summer school programme attended by 2 members of our staff and 20 MAGT PP students in Yr10 to support with catch up and lost learning in Maths, English and Science.</p> <p><u>Last Years Yr11</u> 5 PP MAGT students P8 +0.59 22 Non PP MAGT P8 +1.08</p>	<p>SG to monitor the role of the Kings aspirations programme and work with an Associate SLT to support on this. Potential for Creative and Performing Arts to work with the partnership to support identified PP students underperforming in these subjects in Yr11. Challenge of how to do this effectively online and with covid restrictions.</p> <p>Continue to focus on 9-7grade students in all EBacc subjects</p> <p>Aim Higher have created lots of resources to raise aspirations - explore how to run these virtually - Cultural capital lead could lead on this in the absence of trips</p> <p>Implement a programme to promote students leadership all PP MAGT students in KS4 - Monitor through participation register.</p>
<b>Total Spending on Targeted Academic support: £14,662</b>			
<b>iii. Other approaches</b>			
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)
Continue to invest in Inclusion support for our more vulnerable disadvantaged	To provide quick and easy access to a range of staff who can support students with their	Staff offered a wide range of support to the students on demand with swift onward referral to external services as required. Students felt supported particularly during lock down with additional and regular home school contact. (Case studies available)	This is an essential part of our school ethos and this support will continue with additional support available as we identify the emotional and mental impact of Covid 19 and school closures. .

students as targeted via our Inclusion panel	emotional development and well-being on site	Healthy schools Gold achieved	
Buy back EWO time from Merton EWS to enable her to meet more frequently with students and families with poor attendance	To reduce the number of PP PAs	<p>Additional EWO time and HOY support continues to enable some very successful conversations to support individual pupils and families up to 23rd March and school closures. We are seeing greater impact on KS3 pupils as we pick up causes for concern much earlier.</p> <p>Attendance data is not available for the full academic year due to Covid 19.</p>	This will be continued with a special focus on students off with Covid symptoms - Ensure clear structure in place for home learning of X PP students to support them with device access and engagement.
Support students to purchase uniform or other material as needed	Students can feel supported and cared for increasing their sense of belonging and reducing socio-economic barriers	<p>Students feel smart and have a sense of belonging. We also contacted all PP students during school closures and provided wherever possible access to laptops so that students could access online learning. We were able to support almost 70 students.</p>	Continue to support disadvantaged families with equipment and uniform
<b>Total Wider strategies Spending £51,745</b>			



