

Royal Alexandra and Albert School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Royal Alexandra and Albert School
Number of pupils in school	1060
Proportion (%) of pupil premium eligible pupils	10.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Joe Gale, Deputy Head Pastoral
Pupil premium lead	Katie Ryan, Lead for Disadvantaged Pupils
Governor / Trustee lead	David Clamp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,725 (Includes £48,910 for Service Children)
Recovery premium funding allocation this academic year	£20,943
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£126,504
Total budget for this academic year (Excl. c/f from previous year)	£255,668

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make excellent progress and achieve well across the curriculum. We are also keen that our pupils develop as self-confident, resilient and independent individuals who can flourish beyond the classroom and into the future as valuable members of society.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these goals. We will also consider the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers and Foundation pupils.

Our approach is twofold: we aim to secure consistent high-quality teaching across the school and to provide our pupils with excellent pastoral care and support for their well-being. We believe that the two strands of our approach will have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. This approach is intended to sustain and improve outcomes for all pupils and is integral to the School Improvement Plan. As such, it is the responsibility of all school staff, supported by the Senior Leadership Team.

To ensure that our approach is effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure that target-setting, assessment, class placement and teaching takes account of the challenges that disadvantaged pupils may face.
- Carry out regular and frequent interrogation of data and other information to ensure that barriers to progress are identified and that appropriate targeted intervention can be implemented.
- Ensure that training needs are identified and addressed with all staff including teaching, pastoral, support and boarding, so that staff are confident and resilient in their work to promote excellent outcomes.
- Ensure that mental health and wellbeing informs all of the work that we do, and embodies the principles of compassion, curiosity and partnership, where every interaction is an intervention.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																																
1	<p>Literacy and Numeracy</p> <p>Assessments, observations and work scrutiny show that disadvantaged pupils in KS2 and KS3 are more likely to have lower attainment in maths and in literacy skills, including vocabulary and reading. Difficulty with reading will impact their progress and attainment in all subjects.</p> <p>Standardised tests and teacher assessments on entry to KS3 show that the starting point for year 7 disadvantaged pupils is on average lower than their non-disadvantaged peers.</p> <p>This year on entry to Year 7 baseline testing showed the following differences between pupils eligible for free school meals and those not.</p> <table border="1"> <thead> <tr> <th>English scores</th> <th>Very low</th> <th>Below average</th> <th>Average</th> <th>Above average</th> <th>Very high</th> </tr> </thead> <tbody> <tr> <td>National Average</td> <td>4%</td> <td>19%</td> <td>54%</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Non-FSM</td> <td>4%</td> <td>15%</td> <td>58%</td> <td>19%</td> <td>5%</td> </tr> <tr> <td>FSM</td> <td>13%</td> <td>38%</td> <td>25%</td> <td>0%</td> <td>25%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths scores</th> <th>Very low</th> <th>Below average</th> <th>Average</th> <th>Above average</th> <th>Very high</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>4%</td> <td>19%</td> <td>54%</td> <td>19%</td> <td>4%</td> </tr> <tr> <td>Non-FSM</td> <td>1%</td> <td>7%</td> <td>69%</td> <td>19%</td> <td>2%</td> </tr> <tr> <td>FSM</td> <td>0%</td> <td>26%</td> <td>51%</td> <td>13%</td> <td>13%</td> </tr> </tbody> </table> <p>Baseline assessments in the current year identify a similar picture with 43% of disadvantaged pupils not working at the expected level in reading and maths. This reflects a local and national picture. See <i>Addressing educational disadvantage in Surrey Schools: From mitigation to success (June 2022)</i> and <i>The Education Policy Institute: Infographic: Disadvantage Gaps Report - Detailed findings - Education Policy Institute (epi.org.uk)</i></p>	English scores	Very low	Below average	Average	Above average	Very high	National Average	4%	19%	54%	19%	4%	Non-FSM	4%	15%	58%	19%	5%	FSM	13%	38%	25%	0%	25%	Maths scores	Very low	Below average	Average	Above average	Very high	National average	4%	19%	54%	19%	4%	Non-FSM	1%	7%	69%	19%	2%	FSM	0%	26%	51%	13%	13%
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2	<p>SEND</p> <p>In our school a higher proportion of disadvantaged pupils are on the SEND register than non-disadvantaged pupils. Current figures show that 31.9% of disadvantaged pupils have a special educational need, compared to 12% of non-disadvantaged pupils.</p>																																																

	<p>This reflects a national trend. See <i>Special Educational Needs and their link to poverty – Joseph Rowntree Foundation</i>. https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty</p>
3	<p>Self-regulation and meta-cognition</p> <p>Our observations, as well as teacher and pupil feedback, suggest that many disadvantaged pupils lack meta-cognitive and self-regulation strategies when faced with challenging tasks. This is indicated across the curriculum.</p>
4	<p>SEMH and well-being</p> <p>Observations, feedback and discussions with teachers, parents and pupils suggest that disadvantaged pupils are more likely to require support with social, emotional and mental health due to a range of factors such as developmental trauma and difficult family circumstances including ill health and break up. An example of this is the proportion of disadvantaged pupils referred to the school counselling service, which is higher by 6% than that of non-disadvantaged pupils.</p>
5	<p>Attendance</p> <p>The average attendance of our disadvantaged pupils is lower than their non-disadvantaged peers with 93.1% compared to 95.2% in the current year. In 2022/2023 this was 88.7% compared to 92.7% non-disadvantaged for our school. The figure did compare favourably with disadvantaged nationally of 85.3% as obtained from FFT.</p>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress and attainment among disadvantaged pupils at the end of KS2 and KS4.	<p>2024/25 KS2 outcomes demonstrate that the disadvantaged attainment gap is diminishing.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Progress 8 score in line with their non-disadvantaged peers. KS4 outcomes demonstrate that the attainment gap is diminishing.</p>
Improved metacognitive and self-regulatory skills for all pupils across KS2, 3 and 4 including those who are disadvantaged.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by Attitude to Learning scores across all classes and subjects.</p> <p>Monitoring of behaviour points identifies similar rates for disadvantaged and non-disadvantaged pupils.</p>
Achieve and sustain improved well-being for disadvantaged and other vulnerable pupils.	Improving levels of wellbeing from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> ● PASS survey results ● Qualitative data from pupil voice, pupil and parent surveys, teacher observations and reports from pastoral teams. ● All flexi boarder pupils participate in at least two co-curricular activities per week. ● Disadvantaged pupils have equal access to a range of school trips.
<p>Ensure that disadvantaged pupils have access to high quality teaching, where teaching and support staff are aware of the impact of socio-economic disadvantage on learning and are confident in how to mitigate this.</p>	<p>Consistent high-quality inclusive teaching demonstrated by:</p> <ul style="list-style-type: none"> ● Qualitative data from lesson observations, learning walks, pupil, staff and parent voice. ● Improved academic outcomes for all pupils including those who are disadvantaged.
<p>Improve attendance of disadvantaged pupils and others in vulnerable groups.</p>	<p>Attendance data shows that the attendance of disadvantaged pupils is no worse than their non-disadvantaged peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching

Budgeted cost: £119,998

	Activity	Evidence that supports this approach	Staff
A	<p>Continue to implement a whole school approach to the teaching of vocabulary.</p> <ul style="list-style-type: none"> Lesson resources and documents include key vocabulary for each lesson. Vocabulary teaching activities implemented across the school. Embed the Literacy Curriculum across KS2 and KS3, to target vocabulary and SPAG. 	<p>Evidence shows that there is a gap in word knowledge between disadvantaged and non-disadvantaged pupils when they start school and that this gap can widen throughout school years, having an impact on reading ability and attainment. There is strong evidence that vocabulary is a huge predictor of how far a child from any background will succeed at school and beyond.</p>	1
B	<p>Embed a whole school approach to improving literacy skills including reading.</p> <ul style="list-style-type: none"> Continue to embed the use of AR with clearly defined staffing accountability. Oxford Reading Buddy used across KS2 	<p>EEF evidence shows that acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject. This is especially important for disadvantaged pupils as they may start from a lower base in terms of vocabulary, and this gap may widen during primary and secondary school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1
C	<p>At KS2 continue to implement a robust and sequenced phonics programme.</p> <ul style="list-style-type: none"> Read, Write, Inc 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
D	<p>At KS2 continue to embed the use of Mathletics Numeracy Programme and TT Rockstars to improve basic arithmetic skills.</p>	<p>Following evaluation by the Junior School maths team this programme is curriculum aligned, produces reports to support assessment for learning and is engaging for both classwork and homework. Recent review and analysis of standards and outcomes shows that this approach is having a positive impact.</p>	1

E	<p>At KS3 provide support with phonics for pupils whose literacy skills are not secure.</p> <ul style="list-style-type: none"> ● Fresh Start ● Catch Up Literacy Programme ● 1-1 literacy interventions 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Recent review and analysis of standards and outcomes shows that this approach is having a positive impact.</p>	1, 2
F	<p>Embed the Progress Review Programme.</p>	<p>The programme encompasses individual mentoring, meta-cognition and target-setting, all of which are shown to promote good progress.</p>	3
G	<p>CPD to continue to cover a range of topics related to inclusive teaching:</p> <ul style="list-style-type: none"> ● Roshenshines Principles and Teaching Walkthrus ● Embedding Formative Assessment Programme 	<p>Research from the Sutton Trust shows that high quality teaching and learning has the biggest impact on the progress and attainment of disadvantaged pupils.</p> <p>The EEF research has identified this programme as having a positive impact on the attainment and progress of disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-s-and-evaluation/projects/embedding-formative-assessment</p>	1, 2, 3
H	<p>Diagnostic assessments used to effectively identify need.</p> <ul style="list-style-type: none"> ● GL Assessments ● CAT4 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the appropriate additional support through interventions or teacher instruction.</p>	1, 2, 3
J	<p>Online platforms used to enhance teaching and pastoral care.</p> <ul style="list-style-type: none"> ● Go4Schools ● Provision Map ● GCSE Pod (Science) 	<p>High quality teaching is underpinned by teachers having thorough and current knowledge of their pupils and how they learn best.</p> <p>Online access to additional resources helps pupils to consolidate their knowledge.</p>	All
K	<p>Well resourced teaching support team with CPD for Teaching Assistants and HLTAs to enhance inclusive teaching.</p>	<p>The EEF identifies that learning support is most effective when staff are fully prepared for their role in the classroom and that sufficient time is provided for training.</p>	2

Targeted academic support

Budgeted cost: £33,762

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	One-to-one tutoring in English, Maths and Science (MyTutor)	The EEF has identified tuition targeted at specific needs and knowledge gaps can be an effective method of promoting progress, particularly for disadvantaged pupils.	1, 2, 3
B	Targeted maths intervention (Catch-up Numeracy; 1-1 and small group support.)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2
C	Targeted literacy intervention (e.g. Catch-up literacy; paired reading, Fresh Start, Read, Write Inc)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	2
D	Surrey Specialist Teachers for Inclusive Practice to work with identified pupils.	Previous work with these practitioners has had a positive impact on the outcomes for some pupils, especially where barriers to engagement have been identified.	2, 5
E	At KS2 Aim High Workshops are offered to high potential achievers in Maths and Literacy	These workshops offer stretch and challenge for disadvantaged pupils working at greater depth, and can motivate and inspire them.	1

Wider strategies

Budgeted cost: £80,998

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	Continue to provide strong pastoral care.	Early identification of barriers to engagement to enable appropriate intervention, leading to improved outcomes, both academically and relating to well-being.	4
B	Continue to provide training and support for the Emotional Literacy Support Programme.	The Early Intervention Foundation's report on adolescent mental health found good evidence that such	4

		interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.	
C	Continue to fund the school Counselling Service.	As above.	4
D	Widening Participation Programme.	Disadvantaged pupils are less likely to go on to higher education, as evidenced by the Sutton Trust.	3
E	Delivery of Emotion Coaching approach to ASI staff, with subsequent planned roll out to all staff.	Pupils with SEND and those who have been subject to adverse childhood experiences respond better to a more therapeutic approach to behaviour management.	4
F	Provide financial support for educational trips and visits.	It is important that disadvantaged pupils are not excluded from any area of the curriculum.	4
G	Provide financial support to enable pupils to take part in the Duke of Edinburgh Award.	The Duke of Edinburgh Award has a strong reputation for developing a range of skills, including leadership, resilience and those relating to social, emotional and mental health.	3, 4
H	Provision of alternative therapeutic provisions, such as The Horse Course or Therapy Garden as required.	Previous work with these practitioners has had a positive impact on the outcomes for some pupils, especially where SEMH barriers to engagement have been identified.	All
J	Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
L	Senior Mental Health Lead is in post with a mandate to implement a whole school mental health action plan.	Mental health and wellbeing has become a key development area in education, as evidenced by recent government policy and initiatives.	4

Total budgeted cost: £234,758

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

KS4 GCSE Results Table

	School Disadvantaged		School Non-disadvantaged		National Non-disadvantaged	
	2021/22	2022/23	2021/22	2022/23	2021/22	2022/23
P8	-0.02	0.2	-	0.04	0.15	0.17
Average A8	4.0	4.5	-	5.2	5.2	5.0
English & Maths at grade 5+	8%	33%	-	55%	57%	52%
English & Maths at grade 4+	67%	66.7%	-	79%	76%	73%
Ebacc at grade 5+	8%	0%	-	26%	24%	20%
Ebacc at grade 4+	17%	20%	-	34%	31%	28%
Entering Ebacc	33%	33%	-	49%	43%	43%
Ebacc APS	3.42	3.97	-	4.81	4.65	4.43

* figures obtained from Go4Schools using Government data and national benchmarks.

KS2 SATS results (4 students)

50% of disadvantaged pupils who sat SATs achieved the expected standard or higher in combined reading, writing and mathematics.

Averaged scaled score of disadvantaged pupils v non disadvantaged saw a 0.7 gap in reading and maths

FSM6 104.1

Non FSM6 103.4

Gap 0.7

Reading

75% of FSM6 achieved expected standard or higher

74% of non FSM

Maths

75% of FSM6 achieved expected standard or higher

79% of non FSM

Writing

75% of FSM6 achieved expected standard or higher

77% of non FSM

GPS (Grammar, Punctuation, Spelling)

75% of FSM6 achieved expected standard or higher

68% of non FSM

Externally provided programmes

Programme	Provider
One-to-one tutoring	MyTutor
ELSA training and support	Surrey Local Authority
Surrey Teachers for Inclusive Practice	Surrey Local Authority
Maximising Success	The Life Skills Company
Study Skills Programme	Elevate Education
AQA Unlocking Potential	Dame Kelly Holmes Trust

Service pupil premium funding

Measure	Details																						
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Counselling, pastoral care, trips and visits to support wellbeing and dedicated staff.</p> <table border="0" data-bbox="815 412 1487 909"> <tr> <td>Service Pupil Co-ordinator</td> <td style="text-align: right;">£6,300</td> </tr> <tr> <td>EAL Co-ordinator</td> <td style="text-align: right;">£6,000</td> </tr> <tr> <td>Service Pupil Meals</td> <td style="text-align: right;">£3,490</td> </tr> <tr> <td>GASP Project</td> <td style="text-align: right;">£560</td> </tr> <tr> <td>Cultural events</td> <td style="text-align: right;">£420</td> </tr> <tr> <td>Cinema Nights</td> <td style="text-align: right;">£200</td> </tr> <tr> <td>Ninja Warriors</td> <td style="text-align: right;">£1,660</td> </tr> <tr> <td>Trips and visits</td> <td style="text-align: right;">£1,750</td> </tr> <tr> <td>Prom tickets</td> <td style="text-align: right;">£220</td> </tr> <tr> <td>Counselling and Pastoral Care</td> <td style="text-align: right;">£23,500</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£44,100</td> </tr> </table>	Service Pupil Co-ordinator	£6,300	EAL Co-ordinator	£6,000	Service Pupil Meals	£3,490	GASP Project	£560	Cultural events	£420	Cinema Nights	£200	Ninja Warriors	£1,660	Trips and visits	£1,750	Prom tickets	£220	Counselling and Pastoral Care	£23,500	Total	£44,100
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<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>We have a large cohort of pupils from service families in boarding, who usually remain with us during their school career. Service pupils make good progress academically and generally exhibit good or excellent attitudes to learning and conduct. Many of the pupils also take an active part in the wider life of the school.</p> <p>In the past year there has been a huge focus on developing our MOD community and raising awareness of this group within the school. Every house has an MOD pupil representative allowing them to be involved in making decisions on how best to support our MOD students. MOD House meals at Pizza Express are an important way for MOD pupils to connect with each other. We hold a meet and greet event so that MOD pupils get to meet other pupils outside their own house. Four of our pupils led assemblies sharing their experiences as MOD pupils at RAAS, which were really well received by pupils and staff. We are also building connections with the wider MOD community; Canon Peter Brunivels has invited a group of MOD pupils to go to a passing out parade and will be coming in to speak to staff about how we can best support our students. There have already been some very positive outcomes as a result of this work.</p>																						

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- CIAG: In addition to the Widening Participation Programme we are determined that our Careers Information, Advice and Guidance supports our disadvantaged pupils by promoting a range of appropriate pathways and high aspirations.
- Continue to embed diversity, equality and inclusion across the school under the leadership of a DEI co-ordinator.
- Identified pupils at KS4 will access Curriculum and Study Support sessions with the aim of improving meta-cognition and study skills.
- Newly introduced Saturday Enrichment Programme promotes mental and physical well-being.