

Royal Alexandra and Albert School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	1098
Proportion (%) of pupil premium eligible pupils	10.3%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Joe Gale, Deputy Head - Pastoral
Pupil premium lead	Katie Ryan, Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,540 (includes £44,136 Service Premium)
Recovery premium funding allocation this academic year	£16,154
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£153,752
Total budget for this academic year	£390,446

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.

Our strategy also takes account of the school plans for education recovery as a result of the COVID-19 pandemic. We will engage fully with the National Tutoring Programme as well as provide additional tutoring for disadvantaged pupils and those whose education has been worst affected.

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.

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>On entry to year 7 in the last two years standardised testing shows that around half of year 7 disadvantaged pupils are in the lowest quartile for maths and between 43% and 55% are in the lowest quartile for literacy skills. Figures for non-disadvantaged pupils are as follows:</p> <ul style="list-style-type: none"> • Maths 22%-29% • Literacy skills 20%-27%. <p>In 2021-22, KS2 baseline assessments highlighted that 57% of disadvantaged students were not working at the expected level in reading and mathematics. 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>
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 31.1% of disadvantaged pupils have a special educational need, compared to 10.6% 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>

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
<p>Improved progress and attainment among disadvantaged pupils at the end of KS2 and KS4.</p>	<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>
<p>Improved metacognitive and self-regulatory skills for all pupils across KS2, 3 and 4 including those who are disadvantaged.</p>	<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>
<p>Achieve and sustain improved well-being for disadvantaged and other vulnerable pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student 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.

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: £68 600

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	<p>Continue to implement a whole school approach to the teaching of vocabulary.</p> <ul style="list-style-type: none"> RADAAR and lesson resources documents to include key vocabulary for each lesson. Vocabulary teaching activities implemented across the school. 	<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, 2
B	<p>Embed a whole school approach to improving literacy skills including reading.</p> <ul style="list-style-type: none"> AR re-introduced with clearly defined staffing accountability. Online library SORA introduced and available to all pupils. 	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1, 2
C	<p>At KS2 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
D	<p>At KS2 introduce and embed the use of Mathematics Numeracy Programme 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.</p>	1, 2
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 	<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>	1, 2

	<ul style="list-style-type: none"> • Catch Up Literacy Programme • IDL Literacy 		
F	Embed the Raising Standards Programme.	The programme encompasses individual mentoring, meta-cognition and target-setting, all of which are shown to promote good progress.	1,3
G	<p>CPD to continue to cover a range of topics related to inclusive teaching:</p> <ul style="list-style-type: none"> • Cognitive load • Meta-cognition • Teaching pupils with SEND • Teaching phonics 	<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 identifies meta-cognition and self-regulation as a high impact activity for all pupils, but especially for those who are disadvantaged.</p>	All
H	<p>Diagnostic assessments used to effectively identify need.</p> <ul style="list-style-type: none"> • Rising Stars • CAT4 	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.	1,2
I	<p>Targeted training and coaching by external provider to support the teaching of pupils with SEND.</p> <p>SEND audit scheduled for January 2023.</p> <ul style="list-style-type: none"> • Kenny Wheeler, SEND specialist 	Access to quality and longer term CPD enables teachers to embed new strategies in their day to day practice.	2
J	<p>Online platforms used to enhance teaching and pastoral care.</p> <ul style="list-style-type: none"> • Class Charts • Provision Map • My GCSE Science 	High quality teaching is underpinned by teachers having thorough and current knowledge of their pupils and how they learn best. Online access to additional resources helps pupils to consolidate their knowledge.	All
K	CPD for Learning Support Assistants promotes and enhances inclusive teaching.	The EEF identifies that leaning support is most effective when staff are fully prepared for their role in the classroom and that sufficient time is provided for training.	All

Targeted academic support

Budgeted cost: £87 800

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	One-to-one tutoring or small group work in English, Maths and Science.	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
B	Targeted maths intervention (e.g. IDL; Catch-up Numeracy; Nessy)	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.	1
C	Targeted literacy intervention (e.g. IDL; Catch-up literacy; Nessy, paired reading, Fresh Start)	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.	1
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.	All

Wider strategies

Budgeted cost: £113 900

	Activity	Evidence that supports this approach	Challenge number(s) addressed
A	Continue to provide strong pastoral care.	Early identification of barriers to engagement enable appropriate intervention, leading to improved outcomes, both academically and relating to well-being.	All
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 interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.	3, 4

C	Continue to fund the school Counselling Service.	As above.	3, 4
D	Widening Participation Programme.	Disadvantaged pupils are less likely to go on to higher education, as evidenced by the Sutton Trust.	4
E	Deliver 2 workshops to each year group (3-11) over the year to support the Raising Standards programme by focussing on building resilience, aspiration and meta-cognitive practice.	Supra-curricular activities support engagement with education and enable pupils to approach their learning in a more effective way.	3
F	All staff trained in positive and therapeutic approaches to support good attitudes to learning and behaviour.	Pupils with SEND and those who have been subject to adverse childhood experiences respond better to a more therapeutic approach to behaviour management.	3, 4
G	Provide financial support for educational trips and visits.	It is important that disadvantaged pupils are not excluded from any area of the curriculum.	4
H	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
I	Changing Lives through Horses Programme.	Research by the British Horse Association shows that horses are a powerful way of inspiring young people to connect with others, become productive members of society and improve well-being.	4
J	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
K	Canine Assisted Learning	Therapy involving animals is shown to support pupils in dealing with anxiety and issues related to well-being.	4
L	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

Total budgeted cost: £270 300

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 2021 to 2022 academic year.

KS4 GCSE Results Table

	School Disadvantaged	School All	National Non-disadvantaged
P8	-0.02	0.17	0.15
A8	40.1	52.3	52.6
English & Maths at grade 5+	8%	54%	57%
English & Maths at grade 4+	67%	75%	76%
Ebacc at grade 5+	8%	21%	24%
Ebacc at grade 4+	17%	28%	31%
Entering Ebacc	33%	44%	43%
Ebacc APS	3.42	4.64	4.65

Additional Information

For those year 11 pupils who achieved grade 4+ in English there was a gap of 16.8% between disadvantaged and all students.

For those year 11 pupils who achieved grade 4+ in Maths there was a gap of 36.9% between disadvantaged and all students.

For those year 11 pupils who achieved grade 4+ in Science there was a gap of 25.6% between disadvantaged and all students.

For pupils achieving both English and Maths grade 4+ there was a gap of 36.9% between disadvantaged and all students.

At the end of Key Stage 3 internal assessments show that there is little difference between disadvantaged and non-disadvantaged pupils in terms of progress towards targets set at the beginning of the key stage. There is also no meaningful difference between disadvantaged and non-disadvantaged pupils when measuring their attitude to learning, as well as their engagement with prep.

In KS2 SATS, maths results show that 5 out of the 6 disadvantaged pupils achieved on or above target. All disadvantaged pupils achieved on or above target in English and GPS results.

Our overall aim is to narrow the progress and attainment gap between disadvantaged pupils and their non-disadvantaged peers. As this is the first year that we have validated external results at KS4 we are reluctant to draw conclusions based on a comparison with last year. If we compare our Progress 8 disadvantaged gap from 2018-19, pre COVID, which was -0.81, we have closed the gap slightly to -0.59 this year. Similarly, the Attainment 8 score for disadvantaged pupils pre-COVID was 33.9, again showing improvement this year with an Attainment 8 score of 40.1.

Externally provided programmes

Programme	Provider
One-to-one tutoring	MyTutor
ELSA training and support	Surrey Local Authority
Changing Lives through Horses	British Horse Association and RAAS Stables
Surrey Teachers for Inclusive Practice	Surrey Local Authority
SEND Specialist Advisor	Kenny Wheeler
Emotional Regulation training	Beacon House Surrey
Maximising Success	The Life Skills Company
Motor Project	GASP Surrey
Green School Programme	Therapy Garden
Range of Workshops focused on resilience, metacognition and self-regulation	Resilient Me
Study Skills Programme	Elevate Education
Canine Assisted Learning	Canine Assisted Well-Being Group

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 data-bbox="817 412 1404 779"> <tr> <td>Service Pupil Co-ordinator</td> <td>£6,300</td> </tr> <tr> <td>EAL Co-ordinator</td> <td>£6,000</td> </tr> <tr> <td>Service Pupil Meals</td> <td>£4,000</td> </tr> <tr> <td>GASP Project</td> <td>£350</td> </tr> <tr> <td>Cultural events</td> <td>£730</td> </tr> <tr> <td>Cinema Nights</td> <td>£460</td> </tr> <tr> <td>Trips and visits</td> <td>£2,500</td> </tr> <tr> <td>Counselling and Pastoral Care</td> <td>£23,500</td> </tr> <tr> <td>Total</td> <td>£43,840</td> </tr> </table>	Service Pupil Co-ordinator	£6,300	EAL Co-ordinator	£6,000	Service Pupil Meals	£4,000	GASP Project	£350	Cultural events	£730	Cinema Nights	£460	Trips and visits	£2,500	Counselling and Pastoral Care	£23,500	Total	£43,840
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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 attitude to learning and conduct. Many of the pupils also take an active part in the wider life of the school.</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.
- Embed Diversity, Equality and Inclusion across the school led by a newly appointed co-ordinator who will identify an action plan and implement this so that all pupils, including those who are disadvantaged can flourish in our school.
- Identified pupils at KS4 will access Curriculum and Study Support sessions with the aim of improving meta-cognition and study skills.