



# Evaluation of 2018-19 Pupil Premium Strategy

## Reach Academy Feltham

### Introduction

At Reach Academy Feltham we believe that every one of our pupils is capable of excellent academic outcomes and the opportunity to go to University if they so choose. We welcome the pupil premium as a further resource to ensure that there is no disparity of opportunity within our community. We want every child to flourish at Reach, and are committed to this being the case regardless of deprivation or any other challenge pupils may face.

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. 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 at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

### Ofsted Recommendations

Ofsted conducted a survey of the use of the Pupil Premium in 2012. Recommendations from the findings included:

- School leaders, including governing bodies, should ensure that Pupil Premium funding is not simply absorbed into mainstream budgets, but instead is carefully targeted at the designated children. They should be able to identify clearly how the money is being spent.
- School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective.
- Schools should continue to seek ways to encourage parents and carers to apply for FSM where pride, stigma or changing circumstances act as barriers to its take-up
- Ofsted should continue to evaluate the use of Pupil Premium funding by schools to ensure that they are focusing it on disadvantaged pupils and using it effectively

Ofsted have published two recent reports:

- [How schools are spending the funding successfully to maximise achievement](#)
- [How schools are using the pupil premium funding to raise achievement for disadvantaged pupils](#)

Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some intervention programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils. A number of these key strategies are resourced from the schools' main budget, including additional teachers across year groups, educational support staff and an intervention programme. Additionally, our curriculum model is built so as to support pupils develop a foundation of learning in English and Maths, and our GCSE results for 2018 again suggest that this is a model that is working, with English and Maths progress being comparable between pupils receiving PP and pupils not receiving PP, but also disadvantaged pupils outperforming advantaged pupils in Art, English Language, French, and PE.

Ultimately, our objective is to narrow and eliminate the gaps in achievement between different groups, particularly those eligible and not eligible for the PPG. We have allocated the additional Pupil Premium funding to specific initiatives to support the most disadvantaged pupils. In order to support their progress, we have continued our policy of focusing on language, literacy, pupils' emotional needs and physical well-being. This has been grounded in research evidence that suggests that young people growing up in more deprived communities experience less access to language and literacy-rich activities at home and in the community; that they are also more likely to have emotional, social and behavioural difficulties; and are more likely to experience physical hardship and neglect. The interventions that we implemented sought to redress this balance and we have continued to see a positive impact on progress.

## Allocation

In 2018/19 the following was received as Pupil Premium allocation:

Year Group	Eligible Pupils	PPG	Year Group	Eligible Pupils	PPG
Nursery		15	Year 7	30	
Reception		27	Year 8	28	
Year 1		23	Year 9	33	
Year 2		24	Year 10	35	
Year 3		27	Year 11	28	

Year 4	224			
Year 5	15			
Year 6	17			
<b>Primary total</b>	<b>156*</b>	<b>£176,000</b>	<b>Secondary total</b>	<b>154</b> <b>£137,000</b>

\* Excluding Nursery pupils

The whole school received £313,000

Our priorities in the use of the Pupil Premium were to:

- Raise the attainment of eligible pupils, reducing and ultimately eliminating gaps in attainment through eligible pupils to make rapid progress.
- Promote the social and emotional well-being of eligible pupils, so that they are able to make rapid academic progress.
- To create strong links with families and strengthen collaboration to support pupils to make rapid academic progress.

## Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
N	Using key worker model to ensure individual support	To ensure all pupils are on track to achieve the ELG	Use a Head of Nursery and a range of Key Worker roles to split up pupils into smaller groups, to focus on their attainment and development	£6,000	Having two teachers last year supported individual relationships. Using experience from last year, we can harness that further by having more staff	All pupils achieve 40-60 in GLD areas by end of year.	EYFS assessment outcomes.
N	Promoting Forest School	To ensure all pupils develop resilience and communication skills	Provide additional staff member to ensure ratios during Forest School sessions	£1,330	Forest School has had substantial impact for the past two years, especially on boys / vulnerable pupils.	All pupils achieve 40-60 in GLD areas by end of year.	EYFS assessment outcomes.

## Phases 1 and 2 Strategy

The Primary allocation will be spent as follows:

### Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£31,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
100% of teachers in Phase 1-2 reported that coaching had improved their teaching. All trainee teachers were graded as at least good on their end of year training. All teachers passed their performance management targets in regards to good teaching.							
R-2	Read Write Inc	To ensure all pupils pass the Phonics Screen	Provide an experienced middle leader to coach and develop trainees	£8,500	Effective phonics is a critical part of pupils becoming effective readers, which is essential to future success.	90% + pass Phonics Screen in Year 1; 100% pass Phonics Screen in Year 2; 50% of pupils exceeding ELG and 90% at ELG in Reception. Close gap in Writing progress in Year 2	EYFS Assessment; Phonics Screen. Summative termly assessment
90% passed phonics screen in Year 1. 3 pupils did not pass the Phonics screen in Year 2. 88% were at ELG in Reception for Reading. We did not have the impact in writing in Year 2 that we would have wanted, and this will need to be an area of priority next year.							
1-5	Place ARK trainee in Year 1-5	To ensure that pupils catch up and achieve expected standard by end of year.	Place a trainee teacher with significant RAF experience in Year 1 to add capacity.	£50,000	Impact of high quality teacher is significant, confidence that trainee will be teaching 'good' lessons by Christmas.	90% + pass Phonics Screen in Year 1; All pupils achieve Grade 5 OR progress by one grade.	Phonics Screen. Summative termly assessment
90% passed Phonics Screen in Year 1.							

In Year 1, 55% of pupils were working at EXS in Reading for PP, compared to 42% for Non PP. In Maths, 55% of pupils were working at EXS (both PP and non PP). Again, we need to support PP with writing, where there was a -24% difference between those achieving a Grade 5 and those not.

ALL	Talk Boost and other S&L Intervention	To accelerate pupil progress by ensuring that speaking and listening are not a barrier to learning	Provide capacity for Assistant SENDco to work directly with prioritised pupils with S&L barrier to learning.	£12,000	Talk Boost has delivered significant impact over the last three years.	All pupils to achieve ELG in Communication or make accelerated progress;  Non-Reception pupils show growth on Talk Boost pre- and post- assessment.	EYFS;  Talk Boost assessment.
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All pupils who received Talk Boost made accelerated progress, as demonstrated by Talk Boost data.

Year 2 and 4	Provide specialist teaching in reading through RWI and Book Club	To close PP gap in English	Provide more personalised learning opportunities through a progression from RWI to Book Club with a lead teacher	£7,000	Significant gap in attainment for reading within Year 4 between PP and non PP, seeking to offer a more individual approach to avoid falling further behind.	Close gap in attainment and progress	Summative termly assessments
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There remains a gap in the attainment of PP and non PP pupils in Reading and WRiting, but this is less than half a grade in both subject. This is excellent progress.

ALL	Personalised approach to PP spending for high-need pupils in each year group	To enable more dynamic and individualised approach to PP pupils who are significantly underperforming across multiple subjects	Identify pupils who are high need within each year group (below target in both Eng&Ma as a minimum) and collaborate with family and teachers about the best way to support that child.	£10,000	While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding, and require a more individual approach to support them. E.g. Attendance issues could be supported by a bike / breakfast club	Up to lowest 5 pupils identified at the start of the year in each year group close the gap on their PP peers	Summative Termly assessments
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We have a dynamic way of working with these pupils, and this year have provided food vouchers, extra support at extra curricular activities, and home improvements to key pupils.

Y3,4, 5	Subject specific approach to	To raise aspirations for PP pupils who	Identify trips and experiences that can add value and	£4,000	By continuing the focus on experiential learning opportunities earlier, we	Close gap in attainment and progress	Summative Termly assessments
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spending to raise cultural capital and support aspiration	historically underperform in MFL/Humanities subjects at Secondary level	cultural capital to Primary PP pupils.	hope to raise attainment and interest Humanities and MFL earlier.
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Pupils across Phase ½ had opportunities to visit the theatre, Ragged School Museum and working farms. We also had science and historical events within school, and all pupils celebrated Bastille Day across the school. As of yet, without data, the impact is difficult to measure accurately.

### Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£8,300	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment

Place2Be continues to provide a strong counselling service for our most vulnerable pupils. Many pupils use the Place To Talk service informally. As of yet, without data, the impact is difficult to measure accurately.

4/5	Substantial Social & emotional support through 1:1s and focused group sessions with the input of an additional Pupil Support Worker	To address barriers to learning for prioritised pupils	Use members of the Inclusion team to provide interventions for prioritised pupils and hold regular 1:1s/group sessions with pupils	£5,000	Develop Peer Mentoring service to focus on pupils most at risk of under-achievement.	All pupils make progress on SDQ questionnaire  All pupils make at least expected academic progress	SDQs  Summative Termly assessments
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Our pupil support worker provided some 1:1 interventions as well as some group interventions within these year groups to improve pupils self-esteem and resilience. For some of these pupils, the group was successful, and for some, continued work is needed to support them through this transitional point in their life.

ALL	Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience	£3,000	Children eat healthily and benefit from adult interaction and modelling of conversation.	All pupils make expected academic progress
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This year, family service dining has not been as successful as previous years because we have taken some money away and therefore had less staff. This year we are providing an extra person at each lunch, and rearranging the sittings so that we can better support our pupils at this time of day.

### Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Use our two Family Support workers to have a caseload of families and also work with programmes like Family Links	£10,000	Clear evidence that high quality parental engagement accelerates pupil progress	Progress in SDQs Parents report greater confidence Family Links questionnaires show progress.	SDQs Parent survey  Family Links evaluation

The work of our family support worker is a significant investment and one which we are committed to. This investment enables parents to access 1:1 support, and our Family Support Worker worked with 20+ families intensively in the last year. It also gives lighter touch opportunities through a walking and opportunities to attend the Family Links parenting programme.

ALL	Parent-drive n spend	For parents to reflect on what would enrich their child's experience.	All parents to allocate £100 of their child's PP spend.	£12,500	This has been used by a number of schools and has supported a great conversation with parents.	All parents to use the allocation and report positively on its impact.	Parental questionnaire.
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Several of these investments have had an (anecdotally) significant impact on the children concerned, particularly in the case of the Y4/5 residentials.. These have included access to extra-curricular activities and investments in books and educational games for children and their families.

Total Cost: 175,330



## Secondary Strategy

The Secondary allocation will be spent as follows:

### Activities to raise pupils' attainment

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Coaching for teachers	To provide quality first teaching throughout the school	All teachers to have a weekly drop in and weekly feedback session to improve teaching	£25,000	Teacher is the biggest determinant of pupil outcomes – need them to be as effective as possible.	All teaching consistently good or outstanding according to internal and external monitoring	Internal monitoring External monitoring
Coaching has continued to support teachers to develop their practice, and we judge the quality of teaching to still be Outstanding across the school. GCSE ALPS data suggested that teaching was good or better for this year group, and all external peer reviews were praising of our teaching.							
10 & 11	Additional Maths Groups	To support all of our pupils to achieve excellent Maths GCSE outcomes	Allocating additional staff so that cohorts have three classes and greater opportunity for personalisation	£11,225	Adding teaching capacity to these classes enables effective differentiation and promotes best outcomes.	Excellent GCSE Maths results for Year 11 in 2019 and Year 10 in 2020.	GCSE results
In Year 10, the gap between PP and non PP is only one tenth of a grade. In Year 11 Maths GCSE results, the ALPS score for Disadvantaged pupils was a 3 - placing it in the top 25% nationally. 7 pupils did not meet their minimum target grade.							
ALL	Masterclasses & personalised support	To provide space for teachers to work with small groups to raise attainment	Teachers given extra space in TTs to prioritise working with individuals and small groups based on pupils' progress	£16,000	Ensures that staff with the greatest subject knowledge and knowledge of the pupils are working with them.	Pupils progressing towards a Grade 5 at end of Key Stage 3 and a Grade 6 at the end of Key Stage 4	Termly Summative Assessments
A range of masterclasses support a variety of pupils and these masterclasses occur both in the school day and either before or after it. The Progress 8 score is predicted to be around +1, suggesting that this has provided support for pupils.							
ALL	Homework Club	To provide support for pupils with Homework	Supervised space for pupils to do homework where	£5,000	Helps to ensure that all pupils are completing their homework.	Attendance at Homework Club & reductions in number of pupils in Homework Catch-Up	HWCU Data Registers

			they can get help if needed				
Anecdotally, this hugely supported some of our pupils who needed extra homework support.							
Year 10	Enhanced Curriculum Offer (Music)	To provide a wider curriculum range within GCSE options.	Allocating additional GCSE classes in Music	£9,000	Ensures that pupils have the option to do a broader range of subjects for GCSE	Excellent GCSE results expected in 2019.	Termly Summative Assessments
GCSE Music provided the highest Progress 8 across all subjects across GCSE.							
ALL	Personalised approach to PP spending for high-need pupils in each year group	To enable more dynamic and individualised approach to PP pupils who are significantly underperforming across multiple subjects	Identify pupils who are high need within each year group (below target in both Eng&Ma as a minimum) and collaborate with family and teachers about the best way to support that child.	£10,000	While many PP are making progress, there are a small number in each year, for whom an external barrier is preventing them from succeeding, and require a more individual approach to support them. E.g. Attendance issues could be supported by a bike / breakfast club	Up to lowest 5 pupils identified at the start of the year in each year group close the gap on their PP peers	Summative Termly assessments
We have worked with individual children to support them through various needs, including buying mobile phones for pupils in year 11 whose smartphones were distracting them from work. The benefits from this have been anecdotal.							
Y,7,8,9	Subject specific approach to spending to raise cultural capital and support aspiration	To raise aspirations for PP pupils who historically underperform in MFL/Humanities subjects at Secondary level	Identify trips and experiences that can add value and cultural capital to PP pupils.	£3,000	In Secondary, we have consistently found that PP pupils underperform in MFL/Humanities subjects. By focusing on these experiential learning opportunities, we hope to raise attainment and interest in these subjects.	Close gap in attainment and progress	Summative Termly assessments
We ran a successful trip to the Opal Coast to raise engagement in French. We are already seeing the benefits of this through significantly improved MFL and Hums results in the GCSEs this year, as well as the Year 10 end of year results.							

### Activities to support social and emotional development

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Place2Be	To provide high quality counselling accessible to all	Continue to partner with Place2Be to have a high quality counselling service.	£8,365	Strong evidentiary base for excellent social and emotional support generally and P2B in particular. Long-standing partnership.	All pupils accessing the service to make progress on SDQs & for 80% in academic progress.	SDQs Termly Summative Assessment
ALL	Substantial Social & emotional support through 1:1s and focused group sessions with the input of an additional Pupil Support Worker	To address barriers to learning for prioritised pupils	Use members of the Inclusion team to provide interventions for prioritised pupils and hold regular 1:1s/group sessions with pupils	£10,000	Continued support of pupils, especially those with a range of emotional needs and some insecure attachment.	All pupils make progress on SDQ questionnaire  All pupils make at least expected academic progress	SDQs  Summative Termly assessments
ALL	Subsidise After-School Clubs	To raise self-confidence, resilience and social skills	Provide free access to After-School Clubs in sport, music, art and drama to broaden pupils' experience	£8,000	Has had significant impact in past years, can help mitigate challenges at home and provide a different type of experience at school	Attendance at clubs from prioritised pupils equal to whole cohort	Registers
ALL	Range of other support strategies and external agencies	To address specific barriers for prioritised pupils	Partner with Hounslow Borough for CAMHS, LAC and School Nursing Support	£1000	Improved offer of support to pupils with a specific barrier to success	All pupils make progress on SDQ questionnaire  All pupils make at least expected academic progress	SDQs  Summative Termly assessments

	used to support pupils						
ALL	Family Service Dining	To create a warm, positive dining environment for all pupils	Have teaching staff eating with pupils daily to nurture social communication and a rich experience	£6,000	Children eat healthily and benefit from adult interaction and modelling of conversation.	All pupils make expected academic progress	

As above. The level of impact for all of these interventions is more anecdotal, but we are confident that across the school PP outcomes are impacted by the level of pastoral support that we offer in the range of ways as above.

### Activities to promote strong links with families

Year Group	Project / Item	Objective	Action	Cost	Rationale	Expected Outcomes	Evidence sought
ALL	Support from Family Support worker	For prioritised parents to receive support to enable them to effectively support their children	Employ a Family Support worker with a case-load and also running programmes like Family Links	£10,000	Clear evidence that high quality parental engagement accelerates pupil progress	Progress in SDQs Parents report greater confidence Family Links questionnaires show progress.	SDQs Parent survey Family Links evaluation

Our Family Support Worker worked with a wide range of PP parents, delivering the Teen Talk program to several P3/4 parents.