

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Rickmansworth School
Pupils in school	1092
Proportion of disadvantaged pupils	9.4%
Pupil premium allocation (20/21) academic year	£66,850
Academic year or years covered by statement	September 2020 - September 2023
Publish date	September 2020
Review date	January 2021
Statement authorised by	Mr M Fletcher - Headteacher
Pupil premium lead	Mr R Titley - Assistant Headteacher
Governor lead	J Dufton

Disadvantaged pupil performance overview

	2017-18	2018-19	2019-20 ^{*1}
Progress 8	-0.40	-0.33	+0.2
Ebacc entry	33%	54%	31%
Attainment 8	41.60	46.38	46.75
Percentage of Grade 5+ in English and maths	33%	38%	31%

¹ Unvalidated internal data



Strategy aims for disadvantaged pupils

Aim	Aspirational Target	Target date
Progress 8	Achieve national average progress for all pupils	Sept 2023
Attainment 8	Achieve national average attainment for all pupils	Sept 2023
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools (FFT20 comparison)	Sept 2023
Other	Improve attendance in line with the whole school average	Sept 2023
Ebacc entry	Increase the proportion of disadvantaged students who study a language	Sept 2023

Barriers to future attainment (disadvantaged pupils)

In-School Barriers (issues to be addressed in school, such as poor literacy skills)

A.	Lower Literacy/reading comprehension level for a small proportion of disadvantaged pupils are below national average.
B.	Lower FE/University aspirations with disadvantaged pupils at KS4
C.	Higher rates of exclusions and detentions amongst disadvantaged pupils compared to peers
D.	Disadvantaged pupils' progress in Science (trilogy) KS4 is lower than expected
E.	Disadvantaged pupils' progress in English Literature KS4 is lower than expected



F.	Disadvantaged pupils underperform in Mathematics.
External Barrier (including issues which also require action outside school, such as low attendance rates)	
G.	Absence and persistent absence are higher for disadvantaged pupils than their peers in school
Unprecedented Barrier (pandemic recovery)	
H.	Ensure that disadvantaged do not miss out on 'catch up' due to financial constraints.

Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	More rapid progress in literacy/reading comprehension for year 7 disadvantaged pupils. This will be measured against baseline tests and monitored 3x across the year.	Pupils make progress and will be evidenced in progress data.
B.	Raise aspirations of pupils by bespoke careers guidance and access to wider support including visits to different career events. This will be measured by the proportion of pupils at KS4 gaining places in their preferred pathway choice.	Destinations data and retention data shows 100% of students gain places in their preferred pathway choice.
C.	Less disadvantaged pupils are excluded more compared to non-disadvantaged peers in school. Less disadvantaged pupils are in detention compared to their non-disadvantaged peers in school (both measured using internal data).	A reduction in % of students who are disadvantaged and excluded compared to previous years. A reduction in % of students who are disadvantaged and receive detention compared to non-disadvantaged peers.
D.	Improve performance of disadvantaged pupils in science (trilogy) at KS4 measured using internal data and exams data	Decrease the Progress 8 gap compared to all students nationally and peers in school
E.	Improve performance of disadvantaged pupils in English Literature at KS4 measured using internal data and exams data	Decrease the Progress 8 gap compared to all students nationally and peers in school
F.	Improve performance of disadvantaged pupils in Mathematics at KS4 measured using internal data and exams data	Increase in the % achieving the threshold 5+ in mathematics
G.	Attendance of disadvantaged students is in line with the attendance of non-disadvantaged students nationally.	Students meet or exceed national attendance data
H.	Disadvantaged pupils attend relevant sessions and have access to the resources they need	Attendance registers and mentoring programme



Planned expenditure for internal and external learning barriers

Actions	Rationale linked to peer reviewed research	Resources	Success Criteria	Monitoring of impact	QA - risk reduction
<p>Monitor closely the outcomes of disadvantaged students and ensure that they are a key focus in the school.</p> <p>Update the KS3 data tracking and monitoring of progress</p> <p>Create a new governor 'curriculum committee' which will challenge and support pupil premium</p>	<p>The close monitoring of disadvantaged to further close the gap between their in school peers. By changing the KS3 system of monitoring progress we will identify those that need early intervention</p> <p>To ensure clear structures have been put in place with 1:1 mentors being rolled out across year groups involving DoLs for target pupils. Their role is to challenge and monitor students closely.</p> <p>To challenge all key performance indicators including attendance and detention data. The curriculum committee will also support SLT at Tier 6 parental engagement.</p> <p><i>EEF Evidence</i> <i>1:1 support +5</i> <i>Parental engagement +3</i></p>	<p>A disadvantaged coordinator to support mentoring admin.</p> <p>Mentors and DoLs</p> <p>£4000 - monitoring suite at KS3</p> <p><i>£10,000 Allocated to staff time and materials</i></p>	<p>Ensure 360 reviews are completed in the first term and monitoring completion of targets with mentor</p> <p>KS3 progress tracking is in place by October half term</p>	<p>Disadvantaged coordinator will monitor competition of 360 and will be checked by SLT</p>	<p>TiR to oversee implementation and monitor impact in conjunction with wider SLT</p> <p>Disadvantaged coordinator to check in with mentors and tutors of PP</p> <p>Videos to help explain what 'good mentoring' looks like and how to use 4 matrix to support students</p>



<p>Intended outcome A <i>More rapid progress in literacy/reading comprehension for year 7 disadvantaged pupils.</i></p> <p>1:1 tutoring and small group support using teaching assistants and literacy lead teacher.</p>	<p>Using data available students will be identified for support.</p> <p>Students will meet weekly for support and home learning set weekly.</p> <p>EEF Evidence <i>Reading comprehension strategies +6</i> <i>Teaching assistants +1</i> <i>Small group tuition +4</i></p>	<p>£500 CAT4 Testing materials</p> <p>£1000 Support materials</p> <p><i>£20,000 already allocated to Teaching Assistants</i></p>	<p>CAT4 Tests completed and upload into FFT to provide benchmark targets</p> <p>Students make expected progress or above expected progress from start of year in English.</p> <p>Students at the end of year are 0 or + from EOY target.</p>	<p>Termly report against assessment points.</p> <p>1:1 mentor meeting half termly to discuss improvements</p> <p>Literacy lead and TiR to monitor and checked by SLT</p>	<p>External validation of data through GL</p> <p>TiR/PaM to support literacy lead teacher and teaching assistants.</p> <p>Assessments in departments</p>
<p>Intended outcome B <i>Raise aspirations and mental health support</i></p> <p>1:1 meetings with careers support</p> <p>Mental health/counsellor support</p>	<p>Using the PP 360 report careers will offer 1:1 support on destinations for students</p> <p>Increase the amount of qualified mental health first aiders in school.</p> <p>EEF Evidence <i>Aspiration interventions +0</i> <i>Metacognition and self-regulation +3 (based on 360 review with careers focus and strategies)</i></p>	<p>£1000 - counsellor support and mental health training</p>	<p>All DoLs to be mental health first aiders</p> <p>All PP students have 1:1 careers meetings</p> <p>All KS4 PP get their first choice destination</p>	<p>The number of referrals made to counsellors- attendance data of students</p> <p>Year 11 Destinations data</p> <p>Careers to log on 360 meetings and suggestions to mentors</p>	<p>Attendance of PP students declines (HaC to monitor attendance and flag with DoLs)</p> <p>Career events cancelled and reduced careers provision (LiK to monitor)</p>
<p>Intended outcome C <i>Reduce exclusions and detentions</i></p>	<p>A small proportion of PP students historically have poor attitude to learning and have</p>	<p>£500 -</p>	<p>Reduced proportion of consequences are issued to disadvantaged students</p>	<p>Half termly review by support teacher</p>	<p>Monitoring of consequences (HaC)</p>



<p>Clear systems of follow up including parental engagement (Tier 3 support)</p>	<p>increased exclusions and detentions. This leads to a negative spiral of decline.</p> <p>Decrease the amount of negative behaviour points a student receives.</p> <p>EEF Evidence <i>Behaviour interventions +3</i></p>	<p>to be discussed by mentors on completion of individual specific targets</p>	<p>when compared to non disadvantaged.</p>		<p>Mentors not meeting (PP coordinator to monitor and report to SLT if not effective mentors).</p>
<p>Intended outcome D <i>Improve performance in Progress 8 measure for science (trilogy) at KS4.</i></p> <p>Improved teaching and learning through feedback in class.</p> <p>Improved monitoring of students progress at assessment points</p> <p>Improved formative assessments to help monitor knowledge acquisition.</p>	<p>Science Trilogy needed to improve access to resources outside of lessons, the use of digital technology will help this.</p> <p>Formative assessment used as a tool to identify areas of knowledge that need improvement will help staff support those that need help. This will help identify knowledge gaps and through the effective use of feedback can improve outcomes.</p> <p>Science also need to improve the monitoring of student progress to help identify students of concern early on,</p> <p>EEF Evidence</p>	<p>£1200 Online resources (ZigZag multiple choice questions) Kerboodle Online Platform</p>	<p>Improved performance in subject Progress 8 measure as detailed in the assessment points 3 times a year. Final GCSE result performance against non disadvantaged..</p> <p>Marking and feedback in science is consistent and ensures students know how to improve and show improvement</p> <p>Science teachers know how PP students are progressing when questioned</p> <p>All are reviewed half termly or at a whole school assessment point.</p>	<p>Head of Science to monitor students effectively sharing data with staff and raise students of concern with SLT</p> <p>Usage of the online resources to be monitored by the Head of Science and impact of usage to be shown to SLT link (Usage statistics)</p>	<p>Head of Science to oversee monitoring of trilogy students and ensure that summative testing follows internal procedures.</p> <p>SLT Link to check usage of online platforms in LM</p> <p>Learning walks in science focus on feedback in class.</p>



	<i>Digital Technology +4 Feedback +8</i>				
<p>Intended outcome E <i>Improve performance in Progress 8 for English Literature at KS4.</i></p> <p>Improved teaching and learning through feedback in class.</p> <p>Improved monitoring of students progress at assessment points</p>	<p>New staff in the department need training in strategies to support PP students.</p> <p>Marking & feedback – embed and enhance WCF – regular pre-marking sessions & moderation especially. with new teachers</p>	<p>£500 Staff Training</p>	<p>Marking & feedback – embed and enhance WCF – regular pre-marking sessions & moderation esp. with new teachers</p> <p>10% Challenge: each teacher identifies 3 students per class (incl. 1 PP child) to focus on per fortnight in relation to questioning, marking, relationships etc. Department meeting discussion following each fortnight sharing good practice</p> <p>All are reviewed half termly or at a whole school assessment point.</p>	<p>English Staff Identify under-achievers and each teacher enacts in-class intervention feeding back to HoD in Department meetings</p>	<p>Head of English to oversee monitoring of English Literature at KS4 and SLT Link to question in line management</p> <p>Department staff to have training in the first half term</p>
<p>Intended outcome F <i>Improve performance in Maths at KS4 - increase the % achieving 5+ in Mathematics.</i></p> <p>Improved teaching and learning through better formative assessment and feedback in class.</p>	<p>Formative assessment in class helps identify gaps in understanding. By improving formative assessment and making it challenging for all pupils ensures that students are better prepared for different types of questions.</p>	<p>£300 Herts Grid for learning revising for Grade 5 in Mathematics</p>	<p>Mathematics Department improve formative assessment in class by sharing best practice in department meetings and evidenced in learning walks</p> <p>Marking and feedback in mathematics is consistent and ensures students know</p>	<p>Head of Mathematics to monitor students effectively sharing data with staff and raise students of concern with SLT.</p> <p>Department staff are aware of formative</p>	<p>Head of Mathematics to oversee monitoring of borderline 4/5 students and ensure that summative testing follows internal procedures.</p> <p>SLT Link to monitor books closely and also</p>



Challenge coasting students			<p>how to improve and show improvement</p> <p>Mathematic teachers know how PP students are progressing when questioned.</p> <p>All are reviewed half termly or at a whole school assessment point.</p>	<p>assessment strategies and use them in class.</p> <p>Book scrutiny shows better feedback to students on how to improve.</p>	attend some department meetings.
<p>Intended outcome G <i>Attendance of disadvantaged students</i></p>	<p>Historically for a small proportion of PP students attendance is an issue. To ensure that this is not a barrier to learning the school has a clear process for monitoring attendance</p> <p>Challenging parents and pupils over attendance is important and this is</p> <p>DfE research shows that overall absence had a negative link to attainment (DfE, 2016)</p>	Attendance incentives	<p>Success Criteria</p> <p>Attendance data reviewed half termly shows that PP students compared to peers in school are almost the same.</p>	HaC and attendance officer will monitor attendance data and discuss with DoLs and TiR where incentives might be required for certain individuals	HaC to ensure that monitoring of PP students is completed and report back to DoLs and wider SLT.
<p>Intended outcome H <i>Attend relevant catch up sessions and have access to the resources they need including tutoring if required (pandemic recovery)</i></p>	The National Tutoring Programme will be used to support students where required.	£TBC Staff	All KS4 receive 'catch up' tutoring where required with year 11 PP as a priority [See separate recovery curriculum plans]	PP Support Mentors	<p>TiR to oversee PP tutoring</p> <p>PP coordinator to ensure that any other support (careers and mental health) is met</p>



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Pupil premium strategy Review 2019-20

Last year's pupil premium priorities and outcomes	
<i>Main priorities</i>	<i>Outcome and Lessons learned (and whether you will continue with this approach)</i>
<p>All disadvantaged students make at least expected progress in English and Mathematics.</p> <p>Literacy and numeracy level gap is closed before students enter into KS4</p>	<p>Year 7 and 8 literacy and numeracy - students received sessions from October to February. In this time students showed an improvement from the start of year</p> <p>Lessons learned - Feedback from parents and students was positive. Students need closer monitoring - the KS3 monitoring system to be implemented. Attendance of students needs to be monitored closely as this remains a barrier for some students. Bring literacy and numeracy in house and train teachers in the use of phonics for early intervention.</p> <p>English, mathematics and science will specifically be added to the strategy to make accountability for disadvantaged a key priority at KS4. Although CAGs were completed in line with government guidance students did not achieve as well compared to their peers. Specific areas need to be focused on and these will be added to strategy.</p>
<p>Raise aspirations of students</p>	<p>With many of the opportunities cancelled, careers meetings are vital to ensure that students get to the destinations of their choice. Lessons learned - A centralised system of monitoring students so staff are more aware of individual needs and issues. Assertive and supportive mentoring can form part of this raising aspirations especially our most able.</p>
<p>Attendance of disadvantaged students is in line with the attendance of non-disadvantaged students nationally.</p>	<p>Attendance remains a barrier for some students and this needs to be closely monitored and supported from a pastoral aspect for individual needs.</p>



Whilst there have been several barriers in the year 2019-2020 none more so than the impact of Covid-19. In light of this the 3 year strategy will be reviewed more frequently and adapt to the challenges being faced by our students.