



Thank you for taking the time to apply for the RLS Scholar funding (formerly known as Pupil Premium Funding). Below you will find a summary of our school's approach to supporting our RLS Scholar Students, how the funding has been used previously and the impact it has had, as well as how we intend to use it this academic year (2019 - 2020).

RLS Scholar overview

The purpose of RLS Scholar funding is to help raise the attainment of disadvantaged pupils of all abilities and to diminish the attainment difference between them and their peers.

RLS Scholar Funding is available to pupils in year groups reception to 6 as recorded as Ever 6 FSM, pupils in years 7 to 11 recorded as Ever 6 FSM, looked after children (LAC), adopted children and those children of service families or in receipt of child pension. National data published by the DfE: "Schools, pupils and their characteristics" based on the January 2017 school census indicates that the national average for pupils receiving free schools meals in state secondary schools is 12.9%.

At present, we have **36 (2.8%)** students at The Royal Latin School who are entitled to the RLS Scholar Funding, of which **5.6% have Special Educational Needs**. We have '**high expectations for all**', and so the funding available will be used to help our Scholar students meet these expectations.

Rationale behind our approach

Our **school rigorously tracks students' progress** throughout each academic year. This enables us to identify **specific support** needed in order to develop strategies and facilitate interventions based on an **individual basis**.

Our school's RLS Scholar strategy has been carefully devised based on evidence from Sutton Trust and Education Endowment Foundation (2015). Sutton Trust research has "shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress". In light of such research, we meticulously assess students' performance across all their subjects including their attitude to learning, homework and overall progress. This ensures that the strategies in place for each child are being assessed regularly, and revised if they are not proving to be effective.

We focus on the finer details when supporting our Scholar Students. Research shows that, "improving feedback between teachers and pupils, a relatively inexpensive measure that could add eight months to pupils' learning" (Sutton Trust and Education Endowment Foundation, 2015). Thus, all staff consistently follow the school's marking policy to ensure that our students receive detailed feedback.

As discussed in the EEF Teaching and Learning Toolkit, a social and emotional learning (SEL) programme was introduced to primary and secondary schools in 2005 and findings revealed that "SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)". With this, the wellbeing of Pupil Premium students is another key focus.

Sutton Trust and Education Endowment Foundation (2015).

<https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

The Education Endowment Foundation – learning toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Previous academic year (2018-2019)

RLS Scholar spending

Funding for 2018/2019 was based on the January 2018 Census. This resulted in a grant of **£27,81-** based on **35 students** being eligible for the Scholar funding.

Interventions for each student were decided on an **individual, needs-led basis**. Heads of Year, Form Tutors, Heads of Departments, Trip Leaders, Learning Support Assistants, Teaching Assistants and other relevant Support Staff were made aware of the students who attracted the Scholar funding and received **regular communications** about what the funding could support and how to access it on behalf of the relevant students. This meant that students were able to benefit from more than one intervention at any one time. Support was offered in the following areas and associated costs are provided:

Trips	£5,381.42
Music Tuition	£3,180
Support (Small group & 1:1 tuition / counselling / specialised support)	£3,120.1
Textbooks / revision material	£1546.59
Extra-curricular activities	£195.10
Other (uniform / lockers / Apprentice show transport, Girliness project)	£1883.45
Electronic devices	£940.17
Staffing	£11,563.17
Total	£27,810

Impact on eligible and other pupils at RLS

The income received for disadvantaged students in 2018-2019 was spent on **staffing: including 1:1 tuition, small group tuition and teaching assistants**. It also funded support from **outside agencies** that focused on **wellbeing, such as The Girliness Project**. The income was also used to **fund educational visits** (both residential and non-residential) and **extra-curricular activities such as music tuition and Duke of Edinburgh**. In addition, funding was spent on electronic devices for students to help them when working independently. A range of new resources were purchased for yr 9-11 students, including ZigZag resources & Educake subscription. A follow-up survey sent to students with access to these resources, indicated that students found these resources very useful in helping them to become more confident in science and to develop their exam technique (see below).

Student Survey feedback:

What have you found most useful about the ZigZag resources?

"I can annotate the questions and make notes where I made mistakes"

"The questions were written in a similar way to the actual exams meaning I could practice answering high mark questions. They also helped me make sure that I understood the content covered in class by testing myself."

RLS Scholar GCSE performance

The table below shows **how the 2018-2019 Year 11 students performed overall compared to the rest of their year group**. The impact of the RLS Scholar funding is evident:

- All Scholar students achieved a **strong pass in English and Maths**
- All students entered for the **EBACC achieved a standard pass**
- On average the RLS scholar students achieved **above expected progress in their subjects**

	RLS Scholars	Students not entitled to funding
% achieving a strong pass in English & Maths <i>(Last academic year)</i>	100 <i>(83.3)</i>	97.6 <i>(95)</i>
% achieving the EBACC	100% standard (4 in all subjects) 75% strong (5 in all subjects) <i>(67% included)</i>	98% standard (4 in all subjects) 92% strong (5 in all subjects) <i>(71% included)</i>
Progress 8 score average <i>(Last academic year)</i>	0.39 <i>(- 0.38)</i>	0.53 <i>(0.48)</i>
Attainment 8 score average <i>(Last academic year)</i>	7.18 <i>(5.92)</i>	7.50 <i>(7.12)</i>

Current academic year (2019-2020)

RLS Scholar allocation

Funding for 2019/2020 is based on the January 2019 Census. This has resulted in a grant of **£32,615** based on 36 students being eligible for the RLS Scholar funding. Our school operates budgets over an academic year.

Barriers faced by eligible pupils

Eligible students at RLS may face barriers within school, at home and in their own self-confidence.

One of the main considerations at **RLS is the small number of students receiving funding**. This makes it difficult to identify wider trends and our funding is relatively small. In this respect students are considered on an **individual basis**. Whilst general barriers to learning are harder to detect, some key areas identified for addressing the needs of our RLS Scholar students include:

1. Access to high quality teaching and assistance from Learning Support is essential in supporting learners of all abilities
2. Access to school equipment (stationary, revision guides, textbooks)
3. Access to funding for school trips (education, subject based trips and pastoral, whole-year group trips)
4. Access to digital equipment outside school hours (Chromebooks - to help with homework and other research activities)
5. Support for wellbeing as identified in our rationale above (counselling)
6. Support for SEN students
7. School and sports uniform/equipment
8. Extra-curricular activities (music, sports, Duke of Edinburgh)
9. Removing individual barriers by increasing communication with parents and enhancing awareness among staff to increase the support system for each RLS Scholar

How the allocation is to be spent, the rationale and how we will measure the impact

<u>Barrier(s)</u> (above)	<u>Action</u>	<u>Expenditure</u>	<u>Rationale</u>	<u>Measuring Impact</u>	<u>Review</u>
1 / 6	1. Staffing 2. Learning support assistants 3. Tuition 4. Support sessions (lunchtime / afterschool) 5. SEN support and behaviour	£14,550	R1) To diminish the difference in targeted children's attainment R2) Build confidence in subject areas where difficulty is experienced R3) Instant feedback to help diminish the attainment difference	M1) Termly assessments (analyse engagement & homework averages) M2) Summary to go out to all staff to highlight underperforming students M3) Feedback from students receiving 1:1 tuition / LSA (questionnaire)	M1/ M2/ M3 ongoing
2 / 4 / 7	1. Uniform 2. Access to facilities such as lockers 3. Individual resources such as revision guides and textbooks 4. Access to ICT equipment (out of school hours)	£5000	R1) Ensure students are part of the school and have access to all facilities and resources that peers do R2) Help with their organisational skills and planning ahead R3) Give students a sense of ownership, increasing their confidence and independence R4) Help students to become independent learners	M1) Feedback and dialogue from parents M2) Feedback from students (questionnaireS) M2) Feedback from staff – impact of resources / are all the necessary resources available in their subject area? (questionnaire)	M1/ M2 ongoing
5	1. Counselling 2. Rewards (major improvements)	£500	R1) Support for poor attendance and support for integration and health R2) Increase students' confidence and self-esteem to enable them to focus on their studies	M1) Dialogue with counsellor M2) Feedback from staff, students & parents	M1/ M2 ongoing
3.	1. School trips (residential and non-residential) 2. Whole year training	£5500	R1) Broaden subject knowledge R2) Enriching students extra-curricular learning experience R3) Ensure inclusivity – integration with peers R4) Develop confidence, independence and social skills	M1) Feedback from students and staff (questionnaire) M2) Termly assessments (analyse engagement & homework averages) M3) Summary to go out to all staff to highlight underperforming students	M1/ M2/ M3 ongoing
8.	Extra-curricular activities - Music lessons - DofE - Chess club	£8000	R1) Ensure inclusivity, raising aspiration and enriching students extra-curricular learning experiences R2) Broaden subject knowledge R3) Developing confidence and self-esteem needed for school life as a whole	M1) Feedback from students and staff (questionnaire) M2) Termly assessments (analyse engagement & homework averages) M3) Summary to go out to all staff to highlight	M1/ M2/ M3 ongoing
9.	1. Increase communication with parents (letter update Sept 2019, introductory meeting Sept 2019, regular emails) 2. Mentors for all students	£0	R1) Increase lines of communication so parents are aware of opportunities & how to best support their child at home R2) Give our RLS Scholar students 1:1 support to help develop their self-belief and help to build their aspirations through guidance from mentor	M1) Feedback from parents (email). Dialogue with parents. M2) All students assigned a mentor M3) Feedback from mentors on suitable interventions required to support scholar	M1 ongoing M2 complete M3 ongoing

NEXT RLS Scholar REVIEW (September 2020)