

## **Supporting pupils for whom we receive the Pupil Premium and catch-up funding**

In devising RHSC's Pupil Premium (PP) spending strategy, as well as the need to constantly support the improvement of general teaching standards throughout the school, we identified the areas in which our disadvantaged pupils need support. We recognise that there is no such thing as a 'typical' disadvantaged student; they have a variety of individual support needs as well as some support needs in common.

Reepham High School & College recognises the single biggest contribution to the progress of the disadvantaged pupils is the quality of teaching they receive on a day to day basis.

All parts of the strategy contribute to our pupils being made to feel supported, valued and cared for, as we believe this is essential for them to thrive.

<b>Barrier to learning</b>	<b>Spending</b>
Poor attendance	Full time Attendance officer, working to maximise the attendance of all disadvantaged pupils and to ensure a productive experience when at school. Disadvantaged PAs met regularly by PP Coordinators, who also attend attendance panel meetings.
Lack of work done at home	Daily 'by invitation' after school study sessions, led by staff to ensure productivity and focus, with transport home provided, focusing on Year 11. Disadvantaged pupils encouraged to attend after school Homework Club.
Weak literacy and/or numeracy	HLTAs placed in English and Maths classes, focusing on support and catch up work. 'Spare' English or Maths teachers intervene with smaller groups.
Very weak literacy	A 'Reading tutor', fully trained in the teaching of Fresh Start, to work with groups of four maximum, three times per week.
Poor focus in the classroom	PP Coordinators regularly monitor Go4Schools to help identify any pupils finding lessons hard. Strategies discussed and parents contacted if needed. Some Year 11 disadvantaged pupils work with local employers.
Poor personal organisation	Tutors given instructions to monitor disadvantaged pupils especially closely during tutor time on the Student Planner (Homework Diary) checking day and equipment checks. PP Coordinators have sets of equipment to give to disadvantaged pupils.

Lack of social and educational inclusion	Every FSM student receives a personal budget to be spent on school uniform, equipment and educational trips. All departments also access a budget to ensure no FSM student is disadvantaged, through the funding of low to medium cost resources. All Year 11 FSM pupils receive free GCSE revision guides.
Low self-esteem and confidence. Worry about High School transfer.	Summer Enrichment Programme (Summer School) – a 1 week event in the Summer Holidays for upcoming Year 6 pupils which includes team building activities, trips, a chance to interact with high school staff, having an early and positive time at high school and maximises the chances of social settling. It is also an opportunity for early parental contact and relationship building.  Also, strategically identifies the harder to engage with parents.
Lack of aspiration	A co-ordinated programme of aspirational events, aimed to inspire disadvantaged pupils to raise their aspirations and broaden their horizons. PP Coordinators check disadvantaged pupils have returned form saying that parents are attending ‘Towards Success’ Evening.  PP Coordinators help to organize relevant and worthwhile Work Experience placement.
Technology barrier	Disadvantaged pupils can access a pool of dedicated laptops for use in school when appropriate, and to be taken home overnight and for weekends and holidays if necessary.
<b>Whole school PP progress improvement strategies:</b>	
The promotion of teaching excellence	One full time cover supervisor provided specifically to allow all staff to observe colleagues to improve their own teaching performance. Also, the whole school INSET budget receives a contribution from the PP budget to promote teaching excellence. New peer observation incentive which occasionally has a PP focus.
Pastoral Support	Disadvantaged pupils are given more time and pastoral care on a regular basis. Neither Coordinator has a tutor group allowing them to meet with pupils every tutor time.
Whole staff CPD	Led by GER/CNL to increase focus on PP students, give strategies and develop awareness. Time for reflection given. This

	will be monitored by GIB/EDG/HODs who will carry out learning walks focusing on PP students.
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EDG/CNL/GER  
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