

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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	Rutlish School
Number of students in school	1184
Proportion (%) of Pupil Premium eligible pupils	17% (207)
Academic year that our current Pupil Premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Ms Bourke and Mrs Alltraine Ms Howarth (Headteacher)
Pupil Premium Lead	Ms Bourke (PP Lead) Mrs Alltraine (SLT)
Governor	Mrs Croissant

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£261, 125
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£39,886
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 301,011

Part A: Pupil Premium Strategy Plan

Statement of Intent

Rutlish School aims to provide the highest possible outcomes for all students. Within in this, we aim to ensure no students are left behind as a result of their disadvantage. We aim to ensure all staff see reducing Pupil Premium gap as a priority and are committed creating an inclusive culture by developing students' well-being, intellectual curiosity and creativity. As a high achieving school, we create a culture of high expectations and high aspirations for all students with the aim of this lasting beyond their school career and with them in their next steps.

We have identified the below challenges for Pupil Premium students within our school; the following document outlines our strategy to reducing/removing these challenges as well as the intended outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged students.

Challenge number	Detail of challenge
1	Continue to improve achievement to narrow the gap between PP and Non-PP students
2	Continue to improve attainment in English and Maths to narrow the gap between PP and Non-PP students
3	Increase opportunities for Cultural Capital
4	Increase participation in extracurricular and enrichment activities

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
Reduce gap between PP and non-PP students. PP students maintain P8 scores above that of national average for all students	<ul style="list-style-type: none"> PP students to achieve above national average progress scores for all pupils See a reduction in PP-Non-PP gap from academic year 21-22 to 22-23
PP students achieve above national average for attainment for all students	<ul style="list-style-type: none"> PP students to achieve above national average attainment scores for all students See a reduction in PP-Non-PP gap from academic year 21-22 to 22-23
PP students achieve above national average English and Maths 5+ scores for boys	<ul style="list-style-type: none"> Percentage of PP students achieving 5+ in English remain high and above national average for boys Percentage of PP students achieving 5+ in Maths remain high and above national average for boys
Provide opportunities in addition to what is offered within the curriculum to support Cultural Capital and engage with enrichment activities	<ul style="list-style-type: none"> Increased uptake for extra-curricular activities e.g. CCF and Duke of Edinburgh Award (figures for PP uptake and attendance of enrichment opportunities are monitored to help ensure consistency) Increased uptake of sports based extra-curricular opportunities (figures for PP uptake and attendance of enrichment opportunities are monitored to help ensure consistency) All key stages given the opportunity to engage in activities that help enrich their Cultural Capital e.g. theatre performances, trips, workshops, speakers, etc.
To ensure all students progress to a suitable post 16 destination and no students become NEET	<ul style="list-style-type: none"> 100% of PP students attend a meeting with the careers officer in at least year 10&11, some to attend careers interviews in year 9 PP students are given careers opportunities outside of the curriculum

Activity in this Academic Year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £198,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff/ improved focused intervention	<p>Smaller class sizes allow teachers to have “high quality interactions with students.” In addition, a smaller class size allows a teacher to provide more attention and adapt their teaching to the individual needs of learners. It allows teachers to provide high quality and quantity feedback that is individualised to students, studies show this has the greatest effect on learners.</p> <p>EEF toolkit +1/2 months EEF Guidance report 2021 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2,
Enrichment Activities	Funding for students to be able to join trips, workshops, in-school performances, etc. to help increase cultural capital and a more enriched experience of the curriculum.	3
Timely accurate assessment/ Sims/ 4matrix/ rigorous monitoring of challenging targets/ analyse intervention	Rigorous monitoring of student’s outcomes allows teachers to make changes in their implementation and delivery of teaching, adapting to the needs of the students. It ensures teachers are able to provide quality first teaching at all times. It allows all staff members to easily and effectively track and monitor all PP students but easily identify those who are most vulnerable. Specific focus for Rutlish School is PP & SEN-K, and PP FSM.	1, 2,
Training for staff in subjects or areas with lower PP progress	<p>All staff training on Pupil Premium strategies and subject specific training for staff to help them in delivering quality first teaching. “Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them” EEF 2021</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2,

<p>KS3/4 pushing student progress by ensuring quality first teaching at all times. Ensuring department provide a broad and balanced curriculum that is mapped to understand curriculum intent, implementation and impact. Well planned collaborative resources that provide students with the opportunities to know more and remember more. Quality assurance from departmental and SLT lesson visits and work scrutiny.</p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve student attainment.”</p> <p>“It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching” (EEF 2021)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 2,</p>
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Underachieving KS4 PP in year 11 to attend extra tuition sessions run by subject teachers in English /Maths/Science	<p>"Small group tuition allows teachers to focus on individual learners and their needs more effectively than in large classes." Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better".</p> <p>EEF +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
Underachieving KS4 PP in year 11 (Progress 8 subjects outside of English, Maths, Science) to attend extra tuition sessions run by subject teachers	<p>"Small group tuition allows teachers to focus on individual learners and their needs more effectively than in large classes." Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better"</p> <p>EEF +4months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
KS4 G&T PP students to attend targeted revision sessions aiming for level 8/9. Students to attend regular targeted G+T sessions focusing on a variety of subjects, skills and aiming higher	<p>Over a third (36%) of bright but disadvantaged boys seriously underachieve at age 16</p> <p>Sutton Trust 2015</p> <p>More able students are more likely to underachieve than their other disadvantaged peers. A Gifted and Talented programme not only identifies our more able but provides these students with small group interventions focussing on subject specific content, study skills and providing strong aspirations through careers information.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/over-a-third-of-clever-but-poor-boys-significantly-underachieve-at-gcse/</p>	1
Revision guides and material available for all PP students across all subjects	<p>Disadvantaged students are most likely to lack access to revision resources and materials, providing students with access means students in school learning can be supported by home learning, allowing students to practice metacognition techniques to know more and remember more.</p> <p>EEF suggest +8 months' progress for meta-cognition and self-regulation.</p>	1, 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Group club available Monday-Thursday providing KS3 students with IT facilities, access to trained staff to help/assist, access to printing	<p>PP students' lack of access to resources is a key challenge identified by the school. Providing students with access to IT facilities, support from trained staff as well as access to a quiet a dedicated "learning space" reduces the number of students who are not completing homework tasks. It allows students to take pride in homework and encourages self-study, linking to metacognition techniques</p> <p>EEF +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 4
Drop in study sessions available to KS4 summer term. Providing students with IT facilities, access to trained staff to help/assist, access to printing.	<p>Providing a dedicated space for revision and study for KS4 in run-up to exams. Access to IT facilities and trained staff</p> <p>EEF +5months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2, 3, 4
Funding for CCF trips/resources, funding Duke of Edinburgh trips/resources, cultural trips at KS3, careers information and interviews provided to all (PP underachieving or at risk of NEET provided with additional information), careers days,	<p>Outdoor adventure is recommended to improve engagement and outcomes for disadvantaged students</p> <p>"Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, students who participate in adventure learning interventions make approximately four additional months' progress"</p> <p>EEF +4months https://www.burytsa.co.uk/sites/default/files/EEF-outdoor-adventure-learning.pdf</p>	4

higher education days, and other clubs		
Student voice surveys to assess student happiness, wellbeing and needs	To hear from students directly and to be able to respond to students needs more affectively.	
Request form available for all staff to place bids for funding for students across all areas i.e. curriculum or other	Departments are able to request funding, but must show the rational and evidence base for the funding request. Previous applications have included art supplies, art and drama trips, careers trips. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.	Dependent on the request-

Total budgeted cost: £ 301,011

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 students in the 2021 to 2022 academic year.

Aims:

1. Achieve top 10% for progress made by disadvantaged students amongst similar schools
2. Achieve above national average for attainment for all students
3. Achieve above average English and Maths 5+ scores for similar schools (boys)
4. Ensure attendance figures remain above national average
5. Continue to improve EBacc Entry for all students

Outcomes:

1. Achieved – Pupil Premium students at Rutlish school made excellent progress. P8 score of PP students at Rutlish school in 2021-2022 is +0.75. This is considerably above the national average progress of Disadvantaged students which is -0.55 and of all students (Disadvantaged and Not Disadvantaged) which is -0.20. The national average of Disadvantaged boys is -0.72 and all boys (Disadvantaged and Not Disadvantaged) is -0.38.

Pupil Premium gap within school is -0.05, which is consistent with a three-year trend of continuing to narrow the gap between PP and non-PP students from -0.35 in school year 2020-2021, and -0.53 in school year 2019-2020. To sustain this trend, our strategy will continue to embed Quality First Teaching for PP students and academic interventions that improve the outcomes for PP students. In addition to this, targeted interventions such as the School Led Tutoring Programme will be provided to prevent long lasting impacts of lost-learning from covid-19 pandemic on Pupil Premium students.

2. Achieved - Average attainment score of 52.25 for Pupil Premium students at Rutlish School is above the national all student average of 48.7 and all boys national average of 46.2. This shows Pupil Premium students at Rutlish achieved higher than all students nationally. Comparisons against in school data and trends indicate that Pupil Premium attainment continued to increase over 3-year trends. We acknowledge that a small in-school attainment gap still exists and therefore, future strategy will continue to narrow this gap and ensure Pupil Premium averages remain above all student averages nationally.
3. Achieved - Pupil Premium students at Rutlish achieved 75% 4+ in English Language and 77% 4+ in English Literature, compared with national average of 72% for boys in both English Language and English Literature respectively. Pupil Premium students at Rutlish achieved 93% 4+ in Maths compared with 75% national average for boys and for all students. We acknowledge that a small in school percentage gaps still exist; therefore, future strategy will continue to narrow the in-school percentage gap and ensure Pupil Premium averages remain above all student averages nationally.

4. Attendance of Rutlish PP students for 2021/2022 remained above national average with 90.3% attendance (5.4% above the national average). However, attendance figures for 2021/2022 were still affected by the pandemic and nationally there was a rise of Persistent Absence following a turbulent period of enforced isolation and school closures which entrenched poor school attendance habits. PP students with the poorest attendance were given a mentor to work with to identify and remove where possible barriers to attendance. Rigorous monitoring and support will continue this academic year.
5. Achieved – there is an increase in EBacc entry for Pupil Premium students. 18 Pupil Premium students were entered into the EBacc in 21/22. This is more than the entries in 19/20 and 20/21 (14 students) and a continued improvement of entries in 2018/19 (11 students). However, we still acknowledge that more non-PP students are entered for EBacc proportionately and future strategy will continue to narrow the in-school gap and ensure Pupil Premium entries continue to rise.