

Rutlish School



Pupil Premium Strategy Statement 2021 - 2022

Committee ownership for this policy: F&P, Curr, Incl, Prem, RR6, FGB	Inclusion – delegated to Headteacher
Must be approved by FGB: Y / N	N
Required by:	Statutory
Frequency of review:	Annually
Date last reviewed:	Autumn 2021
Date of next review:	Autumn 2022
Display on website: Y / N	Y
Responsible	Asisstant Headteacher
This policy will be subject to ongoing review and may be amended prior to the scheduled date of next review in order to reflect changes in legislation, where appropriate.	

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 pupils in school	1182
Proportion (%) of pupil premium eligible pupils	21% (250)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	
Date on which it will be reviewed	Sep 2022
Statement authorised by	Ms Bowden Ms Doherty
Pupil premium lead	Ms Bowden Ms Doherty (SLT)
Governor / Trustee lead	Ms Logan and Mrs Croissant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260, 930
Recovery premium funding allocation this academic year	£ £38,604
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 299,534

Part A: Pupil premium strategy plan

Statement of intent

Rutlish school aims to provide the highest possible outcomes for all learners. Within in this we aim to ensure no learners 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 learners 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.

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Lower progress 8 on average than their non-disadvantaged peers
2	Lower attainment in English than non-disadvantaged peers
3	Lack of cultural capital compared with their non-disadvantaged peers
4	Participation in extracurricular and enrichment activities
5	Impact of COVID19 - learners whose gaps have widened even further as a result of school closures

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 pupils	<ul style="list-style-type: none"> • PP students to achieve above national average progress scores for all pupil • See a reduction PP-Non-PP gap from academic year 20-21 to 201-22
Achieve above national average for attainment for all pupils	<ul style="list-style-type: none"> • PP students to achieve above national average attainment scores for all pupil • See a reduction PP-Non-PP gap from academic year 20-21 to 201-22
Achieve above national average English and maths 5+ scores for similar schools	<ul style="list-style-type: none"> • Ensure percentage of PP students achieving 5+ in English remain high and above national average • Ensure percentage of PP students achieving 5+ in Maths remain high and above national average • Ensure percentage of PP students achieving 5+ in English + Maths remain high and above national average
Provide opportunities outside of the curriculum to support cultural capital and enrich students' lives	<ul style="list-style-type: none"> • Encourage uptake of CCF and Duke of Edinburgh award, monitor figures to see increasing numbers • Monitor figures in uptake of sports based extra-curricular opportunities • All year 7 and 8 to be given opportunity to attend theatre trip • All key stages to be given opportunity to attend cultural capital based trip i.e. museum
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 • NEET figures for PP are below national average • 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £178,425

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>	1,2,5
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 delivery and 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 student but easily identify those who are most vulnerable.	1,2,5
Training for staff in subjects or areas with lower PP progress.	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 pupils, particularly the most disadvantaged among them” EEF 2021	1,2,5

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
<p>KS3./4 Pushing pupil progress by ensuring quality first teaching at all times. Ensuring department provide a broad and balanced curriculum that are mapped to understand curriculum intent, implementation and impact. Well planned collaborative resources that provide students with the opportunities to now 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 pupil 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) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Underachieving KS4 PP in year 11 to attend extra tuition sessions run by subject teachers in Eng./Ma./Science (after school targeted revision)	<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 +4moths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,5
Underachieving KS4 PP in year 11 (Progress 8 subjects outside of Eng., Maths., Science) to attend extra tuition sessions run by subject teachers after core Saturday subject	<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 +4moths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,2,5
KS4 G&T PP pupils to attend targeted revision sessions aiming for level 8/9. Students to attend regular targeted G+T session 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 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>	1,5
Revision guides and material available for all PP students	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.	1,2,5

across all subjects	EEF suggest +8 months progress for meta-cognition and self-regulation.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

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.	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 competing homework tasks. It allows students to take pride in homework and encourages self-study, linking to metacognition techniques EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4,5
Drop in study sessions available to KS4 summer term. Providing students with IT facilities, access to trained staff to help/assist, access to printing.	Providing a dedicated space for revision and study for KS4 in run-up to exams. Access to IT facilities and trained staff EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4,5
Funding for CCF trips/resources , funding Duke of Edinburgh	Outdoor adventure is recommended to improve engagement and outcomes for disadvantaged pupils “Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in	4,5

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, higher education days, Brilliant club	adventure learning interventions make approximately four additional months' progress" EEF +4 https://www.burytsa.co.uk/sites/default/files/EEF-outdoor-adventure-learning.pdf	
Student voice surveys to assess student happiness, wellbeing and needs	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: £ *[insert sum of 3 amounts stated above]*

Recovery premium spending

Budgeted cost: £38,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
National tutoring programme- Targeting key students in core subjects across all year groups	Government funded and endorsed programme. “The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. Evidence shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress” (National Tutoring Programme, 2021)	5
Other catch up strategies requested for by departments throughout the academic year		5

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 pupils in the 2020 to 2021 academic year.

Aims-

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

Outcomes-

1. School data from 20/21 shows lower than expected progress data for PP students. School averages across the country have risen as a result of TAG grade assessments. Due to the lack of national data, comparisons are not possible. In school comparison have been made across the gap and three-year trend. Gap between PP and non-PP within school has risen (-66). In school gap was 0.53 2019-20 and -0.37 2018/2019. This shows a significant increase in gap because of the covid-19 pandemic. As a result of the covid-19 pandemic PP students were/are most at risk of underachievement and have suffered as a result of "lost learning" and remote-learning. This data has informed future strategies and targeted interventions to prevent long lasting impacts of covid-19 pandemic on Pupil Premium students. All school/all pupil average 2019 -0.03
2. Achieved- Average attainment score of 49.66 for Pupil Premium students at Rutlish is above the all pupil average of 46.7 (2019). This shows Pupil premium students at Rutlish achieve higher than all students nationally. Making comparisons against in school data and trends- Pupil Premium attainment has increased each year for three years. With 20/21 attainment scores being highest attainment made by Pupil Premium students. In school attainment gaps still exists, future strategy should aim to reduce the in school attainment gap and ensure Pupil Premium averages remain above all pupil averages nationally.
3. Achieved- Pupil premium students at Rutlish achieved 85% 4+ compared with all pupil values of 71% and 74% English language and English Literature receptively. Pupil premium students at Rutlish achieved 84% 4+ in maths compared with all pupils 72% nationally. In school percentage gaps still exists, future strategy should aim to reduce the in school percentage gap and ensure Pupil Premium averages remain above all pupil averages nationally.
4. Attendance figures for 20/21 are difficult to measure as a result of government enforced school closures and self-isolation rules. The school will continue to work

on and ensure attendance figures remain high and above national averages for coming academic year 21/22

5. Achieved- No significant decrease in EBacc entry for Pupil Premium students. 28% (14) of Pupil Premium students were entered into the EBacc in 20/21. The national all pupil average is 40% whereas 31.82% (14) in 2019/20 and 26.19% (11) in 2018/19. In school percentage gaps still exists, future strategy should aim to reduce the in school gap and improve entry for all students.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service premium spending is combined with general pupil premium funding to support strategies outlined above
What was the impact of that spending on service pupil premium eligible pupils?	Impact outlined above in review document

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.