



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	The Rudheath Senior Academy
Number of pupils in school	494
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Lee Barber, Head Teacher
Pupil premium lead	Julie-Ann Wilson, Deputy Head Teacher
Governor / Trustee lead	Stephen Klien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,312.52
Recovery premium funding allocation this academic year	£25,158
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	£191,470.52



Part A: Pupil premium strategy plan

Statement of intent

At RSA, we believe in social justice and equality for all. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across our fully inclusive curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted approach to improving reading ages for all pupils, especially the disadvantaged, so they may access the full curriculum and in its approach to removing barriers to persistent absence.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*



Challenges

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

Challenge number	Detail of challenge																								
1	<p>Wellbeing: Our assessments (including CPOMS, GL assessments, wellbeing surveys), observations and discussions with pupils and families identify an increase in social and emotional issues for pupils.</p> <p>Term 3 2021 - 256 CPOM entries for cause for concern -128 CPOM entries for emotional related</p> <p>Term 1 2022 - 404 CPOM entries for cause for concern - 234 CPOM entries for emotional related</p>																								
2	<p>Attainment: GL assessments data suggests that the achievement of disadvantaged pupils is low on entry.</p> <p>38% of Year 7 have a reading retrospective scaled score of less than 100, of which, 41% are PP.</p> <p>34% of Year 8 have a reading retrospective scaled score of less than 100, of which, 41% are PP.</p> <p>55% of Year 7 have a maths retrospective scaled score of less than a 100, of which, 48% are PP.</p> <p>44% of Year 8 have a maths retrospective scaled score of less than 100, of which, 45% are PP.</p>																								
3	<p>Reading ages: Our assessments (GL assessments, reading age scores, PiXL reading fluency scores) suggest low reading age scores across the school, particularly for the dis-advantaged.</p> <p>2022 Baseline reading ages:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>More than 20% below</th> <th>20% below</th> <th>At or above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>29</td> <td>34</td> <td>41</td> </tr> <tr> <td>8</td> <td>24</td> <td>37</td> <td>41</td> </tr> <tr> <td>9</td> <td>31</td> <td>32</td> <td>42</td> </tr> <tr> <td>10</td> <td>20</td> <td>34</td> <td>15</td> </tr> <tr> <td>11</td> <td>12</td> <td>48</td> <td>0</td> </tr> </tbody> </table>	Year	More than 20% below	20% below	At or above	7	29	34	41	8	24	37	41	9	31	32	42	10	20	34	15	11	12	48	0
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4	<p>Attendance: Attendance data over the last 3 years indicates that the attendance rate for disadvantaged pupils is lower than that of their peers and, partially due to pandemic, has declined over the last three years.</p> <p>2019: PP –91.9% NPP – 92.7%</p> <p>2020: PP – 89% NPP – 91.9%</p> <p>2021: PP - 85.6% NPP – 88.9%</p>
5	<p>Raising aspirations: Data and observations identify that some disadvantaged pupils do not benefit from experiences or opportunities that help them high aspirations or develop their cultural capital.</p>

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
<p>Wellbeing: To achieve and sustain improved wellbeing for all pupils, especially those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing for all pupils which will be demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from student voice, student and parent surveys and teacher observations. -pupils speak positively about the school and are happy and safe at RSA. -quantitative data from GL PASS surveys, CPOMS and well-being surveys showing a decline in wellbeing issues.
<p>Attainment: Improved attainment and among disadvantaged across the curriculum.</p>	<p>Progress of disadvantaged pupils is in line with whole school progress and above the national average for disadvantaged students (2018/19 - 0.45).</p> <ul style="list-style-type: none"> -the gap between disadvantaged pupils and their peers shows incremental improvements in each year group.
<p>Reading ages: Reading ages of disadvantaged pupils to meet or exceed chronological age.</p>	<p>Data from reading age tests show an incremental improvement in the chronological reading ages of disadvantaged pupils, especially at KS3.</p>



<p>Attendance: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance figures show that the gap between disadvantaged and non-disadvantaged students is diminishing.</p> <p>Attendance data improves over the next 3 years to be in line with national averages.</p> <p>Incremental improvements seen within target groups each half term.</p>
<p>Raising aspirations: Build aspiration and positive engagement by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>A significant increase in the number of pupils engaging in enrichment, interform competitions and trips and events, particularly among the disadvantaged pupils.</p> <ul style="list-style-type: none">- effective careers provision ensures that all pupils, especially disadvantaged pupils are well prepared for post-16 pathways.-0% NEET for disadvantaged pupils. All disadvantaged pupils go onto the destination of choice.-Gatsby Benchmarks are achieved.



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: £ 21517.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments and analysis tools.</i></p> <p><i>Staff training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p>Standardised tests such as GL assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through teacher instruction or interventions (EEF- standardised tests, assessing and monitoring pupil progress).</p> <p>Use of early identification of students through GL reading assessments.</p>	2, 3
<p><i>Continuous improvement in the quality and consistency of teaching and learning, achieved through high quality internal and external CPD.</i></p>	<p>Rosenshein's Principles for Instruction</p> <p>EEF Pupil premium guidance</p> <p>EEF Teaching and Learning tool kit for feedback</p> <p>EEF Metacognition and self-regulation</p> <p>Instructional coaching</p>	2
<p><i>Whole school literacy strategy to support low levels of literacy and raise standards within all subjects.</i></p>	<p>EEF Improving literacy in secondary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Whole school approach to improve oracy, writing, reading, disciplinary literacy and vocabulary.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3



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

Budgeted cost: £28440.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 11 catch-up intervention via small group tuition.</i>	DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice EEF – Closing the attainment gap https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap	2
<i>Literacy and reading intervention through school-led tutoring.</i>	EEF Teaching and Learning tool kit – oral language interventions and reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF – Improving literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 DfE School-led tutoring https://www.gov.uk/government/publications/school-led-tutoring-grant	3,2
<i>High quality curriculum intervention resources.</i>	DfE – Supporting the attainment of disadvantaged pupils: articulating success and good practice	2
<i>Increasing capacity and resources within the SEND team to support disadvantaged attendance and attainment through small group and 1:1 interventions.</i>	DFE - https://www.gov.uk/government/publications/supporting-send/supporting-send	2, 3, 4



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

Budgeted cost: £ 141512.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Retention for Behaviour</i> <i>Lead and role of Pastoral Manager with focus on attendance to lessons and attainment.</i> <i>LORIC rewards system</i> <i>Class Charts platform.</i></p>	<p>EEF Improving behaviour in schools EEF Teaching and learning tool kit- behaviour interventions EEF Working with parents to support children's learning</p>	<p>2,4</p>
<p><i>Employment of an attendance officer to improve overall school attendance, specifically.</i></p>	<p>DfE Securing good attendance and tackling persistent absence</p> <p>EEF Attendance interventions rapid evidence assessment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	<p>4</p>
<p><i>Resources to improve disadvantaged pupils' access to the taught curriculum, curriculum enrichment, future destinations and</i></p>	<p>EEF – Teaching and learning tool kit- Aspiration intervention</p> <p>Supporting families 2021-22 and beyond https://www.gov.uk/government/publications/supporting-families-2021-to-2022-and-beyond/supporting-families-2021-22-and-beyond</p> <p>True education partnerships https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</p>	<p>5</p>



<i>opportunity to develop cultural capital. Resources to support families with costs of such resources, including basis such as school uniform and equipment.</i>		
<i>Alternative provision and therapeutic provision.</i>	DFE supporting SEND https://www.gov.uk/government/publications/supporting-send/supporting-send DFE alternative provision https://www.gov.uk/government/publications/alternative-provision	2,
<i>Resources and interventions to improve the wellbeing of all children, particularly disadvantaged children so they attend more and learn more.</i>	Promoting children and young people's mental health and wellbeing https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing KCSIE https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	1, 2, 4

Total budgeted cost: £ 191,470.52



Externally provided programmes

Programme	Provider
Students at risk - behaviour/strategies support	Queensberry Alternative Provision
Mental health	Bronnie LGBTQT
Interactive performance on CSE and substance misuse	Risking it all
Trauma informed	Building emotions
Pixl – currency/culture/character	Pixl
Safeguarding network – online program of training for staff	Safeguarding network
1-1 Counselling sessions	External Provider – Parkes Therapy Practice
GL assessments – NRGT, PASS	GL assessments

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes

A new senior leadership team was put in place during 2021. Key improvements include:

Ethos of Excellence and Kindness well embedded across the school – evidenced in reduction of behaviour incidents and pupil and staff voice

An increase in the average number of qualifications taken by each student

Improvement in the range and breadth of qualifications offered, including option pathways linked to the local employer market

Coherently planned and sequenced curriculum to provide knowledge, text and vocab rich curricular

Externally verified high quality remote education offer

Use of COVID catch-up funding to utilise NTP and staff-led tutoring to raise attainment for Year 11 and improve attainment in core subjects across all year groups

Ongoing staff CPD to improve standards across the school, particularly for PP students

Implementation of LORIC rewards system

Improved enrichment programmes including trips and visits

Improved Gatsby focus- including monitoring and intervention for those at risk of NEET

Improved transition experience for SEND, vulnerable and PP students and the development of the Year 7 hub with exceptional wraparound care for all

Attendance drive to reduce persistent absence and to support individual needs

High quality RSE, PSHE and wellbeing programme, strongly linked to safeguarding and school context

'Voice of the child', employment of child advocate and school counsellor and various other strategies in place to effectively safeguard all



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?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	